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ABSTRACT

This resource file contains information for Utah elementary school teachers to help their level 2 students meet the state's instructional objectives in the social studies. This particular student level emphasizes community relationships. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include listing and discussing jobs of people in the community who produce goods (economics) and describing and illustrating contributions of different cultures which are evident in every community (anthropology). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

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A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

LEVEL 2 COMMUNITY RELATIONSHIPS



Utah State Office of Education

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The students will list individual talents of self and others. (202)(P,V)

Title: Elementary - Social Studies
The Friendship Circle

Topic: Psychology

302-101 (202)(P,V)

Time segment: Two Time Segments

D

Instructional objectives:

To assist students in recognizing talents in self and others.

Materials:

1. Board area for class responses to be recorded.
2. Chart paper
3. Art supplies for drawing self-portrait of each student.

Evaluation:

Student verbalizes talents in self and others and paints a self-portrait.

Adaptations:

Procedure:

1. The teacher conducts a large group discussion on evaluating talents and skills of self and others in a positive manner.
2. To generate ideas and specific categories such as: physical appearance, work habits, physical skills, talent areas, social skills, study skills, etc., they are listed on the board by the teacher.
3. The teacher then encourages the students to brainstorm possible examples for each of the categories. As the students respond, the teacher records ideas for a word bank on the board.
4. Since this activity extends over a period of time, determined by the teacher, the word banks should be recopied onto charts for future student reference.
5. In a teacher-determined selection process, each student has a turn to be positively evaluated in "The Friendship Circle."
6. The procedure for "The Friendship Circle" is to have class members make a positive statement about a skill or talent they have observed regarding the student being evaluated.
7. All class members are expected to respond. A student may pass once if the idea has previously been verbalized. The word banks can be used as a reference.
8. Students are encouraged to listen carefully to avoid the repeating of a skill or talent.
9. The teacher prepares a "Friendship Circle Center" to include art media, chart paper, word banks, and felt-tip markers.
10. After students have the opportunity to be evaluated in "The Friendship Circle," they go to the center and list, on pre-cut chart paper, the five skills and/or talents used in the class evaluation, which they felt most



Skills:

302-850

302-875

302-880

Evaluation and comments on activity:**Students:****Teacher:**

accurately described themselves.

11. The students then draw self-portraits, using the materials provided. Students should be reminded to write his/her name on the back of both papers.
12. The teacher collects the lists and portraits, and prepares a mural area to display them.

The students will identify the contributions of
different people in society. (408)(P,V)

Title: Elementary - Social Studies
Contributions Galore Game

Topic: Psychology

302-102 (408)(P,V)

Time segment: One Time Segment

D

Instructional objectives:

To assist students in identifying contributions of different people in society.

Materials:

Board space for class brainstorming.

Evaluation:

Students are able to contribute to class discussion, identifying contributions of different people to society.

Adaptations:

Students could make a mural illustrating the objective.

Procedure:

1. Teacher conducts a brainstorming session on occupations and how they contribute to our society. Example:

Occupation

Contributions

Teacher	Helps people learn
Home-maker	Provides for family
Truck driver	Transports
Scientist	Investigates ideas
Telephone-	Keeps phones working
Repair Person etc.	

2. The students are now ready to play the game. The procedure for the game is:

- A. Teacher or an appointed student whispers an occupation, from the class list, to each student.
- B. Each occupation used must be given to at least two students, but need not be limited to that number.
- C. All occupations on the list do not need to be used in each game.
- D. One student is designated as "it" and his/her desk or chair is removed from the playing area.
- E. The "it" student goes to the front of the playing area and states a contribution of an occupation.
- F. Those students who had the matching occupation whispered in their ear must rush to exchange seats with others who had the same occupation whispered to them.
- G. The "it" person also rushes to occupy a vacant seat.
- H. If the same reason the "it" person does not find a seat, he/she selects another to be "it."
- I. The student who does not occupy a seat after this change of seating is "it."
- J. If the "it" person says: "Occupations Galore," everyone must change seats.
- K. As in any game, it is important to stop when interest is high.
- L. Students should be encouraged to use all the occupations.



Skills:

302-853
302-875
302-876

14

Evaluation and comments on activity:**Students:****Teacher:**

15

The students will express individual aspirations.
(113)(P,V)

Title: Elementary - Social Studies
Wishing Well Games

Topic: Psychology

302-103 (113)(P,V)

Time segment: One Time Segment

D

Instructional objectives:

To assist students in expressing their individual aspirations.

Materials:

1. Area to facilitate the activity.
2. Round smooth stone.
3. Container.
4. Paper for wish tabs.

Evaluation:

The student is able to express an individual aspiration.

Adaptations:

Modify game to include the wishing stone and telling aspirations only.

Procedure:

1. Teacher begins the game with students seated CROSS-LEGGED in a circle.
2. The teacher explains that the particular stone used for this game is magical. If one rubs it, and concentrates very hard it will help the wisher select his/her best aspirations.
3. The teacher begins the game first with an example: "I wish I were _____," while rubbing the stone. The teacher reminds the students that their wish is very special and must be remembered.
4. When finished, the stone is passed on to the next student.
5. As each wish is made, the teacher quickly records it on separate tabs of paper, folds the tab, and drops it in the "Wishing Well" container.
6. After all students have used the magic stone, and all wishes have been recorded, the "Wishing Well" container is placed in the center of the circle.
7. A selected student goes to the center of the circle and draws one tab from the "Wishing Well".
8. This student then tries to match the wish with the student who made it. Each correct match is recorded as a point for that student. This student continues drawing tabs until an incorrect match is made. The student who was matched incorrectly then becomes "it".
9. The challenge of the game is to see which student can accumulate the most points. The game develops many skills, so play it often.



Skills:

302-850
302-853
302-875

20

Evaluation and comments on activity:**Students:****Teacher:**

21

The students will discuss how individuals develop their talents in different ways. (803)(V)

Title: Elementary - Social Studies Simple Interview	Topic: Psychology Time segment: Two Time Segment	302-104 (803)(V) D
Instructional objectives: To assist students' understanding of how individuals develop talents.	Procedure: 1. Teacher conducts a discussion on: (A) What are possible talents; (B) Methods of identifying talents; (C) Developing talents. 2. Each student is instructed to select an adult to interview about their special talents, using the Student Activity Sheet. 3. The teacher distributes Student Activity Sheet and goes over it carefully so all instructions and interview questions are understood. 4. A student volunteer interviews the teacher as an illustration, recording the responses in the designated space on the interview sheet. 5. Students conduct their interviews outside of class and return the sheet at the assigned time. 6. Teacher debriefs the development of talents by having students refer to their individual interview to complete a talent web. 7. Establish like talents of people interviewed, i.e., cooking, skiing, knitting, etc. 8. The talent web diagram below should be filled out by the teacher on chart paper to be displayed on a "Talent Search" bulletin board. 9. After charts are placed on the bulletin board, encourage students to express similarities and differences of the talents discussed.	 TALENTS
Materials: 1. Board area to record class discussion. 2. Student Activity Sheet for each class member.		
Evaluation: The student can discuss ways individuals develop their talents from survey information and class discussion.		
Adaptations: Invite a resource person to discuss talent development.		

Skills:

302-852
302-834
302-876

26

Evaluation and comments on activity:**Students:****Teacher:**

27

Title: Elementary - Social Studies
Simple Interview

Topic: Psychology

Student Activity Sheet

302-104 (803)(V)

D

PERSON INTERVIEWED: _____

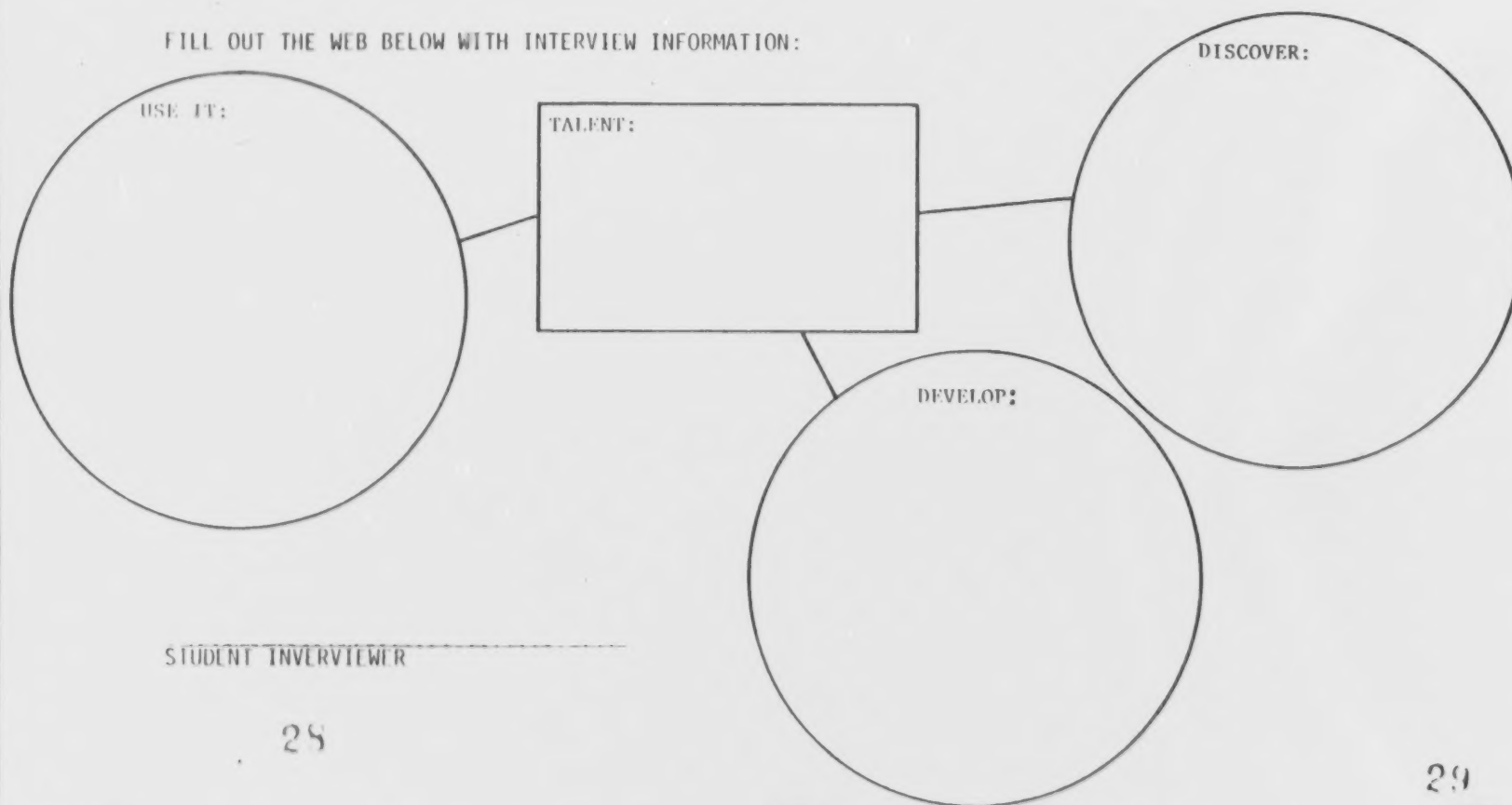
WHAT IS YOUR SPECIFIC, SPECIAL TALENT? _____

HOW OLD WERE YOU WHEN YOU DISCOVERED THIS TALENT? _____

HOW DID YOU DEVELOP YOUR TALENT? _____

HOW DO YOU USE YOUR TALENT? _____

FILL OUT THE WEB BELOW WITH INTERVIEW INFORMATION:



STUDENT INTERVIEWER _____

The students will isolate likenesses and differences in a variety of environments as among class members, families, communities, and cultures. (411)(I,V)

Title: Elementary - Social Studies Environmental Bingo	Topic: Anthropology Time segment: Two Time Segments	302-201 (411)(V,I) D
Instructional objectives: To assist students in identifying likenesses and difference in a variety of environments.	Procedure: 1. The teacher discusses with the class the meaning of the terms "likenesses and differences." 2. Space for the development of "likenesses and differences" will be needed on the chalkboard. The teacher writes across the board the five following category headings: class members, families, communities, cultures and geography. 3. Each category is divided into two columns, one for likenesses and one for differences. 4. The teacher instructs the students to brainstorm responses for the columns under each categorical heading. As the teacher lists class responses on the board, two appointed recorders write these words on oak tabs. 5. This is an excellent method for developing students' ability to determine antonyms, as most responses will have an opposite for the neighboring column.	ENVIRONMENTAL BINGO ! 
Materials: 1. Board space for brainstorming. 2. Student Activity Sheet for each class member. 3. Paper and marker for word tabs.		
Evaluation: Student is able to participate in a discussion on likenesses and differences in various environments and practices vocabulary by playing Environmental Bingo.		
Adaptations: Different game rules can be used with game cards.	6. After the similarities and differences columns in all five categories are completed, the teacher distributes the Student Activity Sheet, "Environmental Bingo." 7. Students select any five words from the corresponding categories on the board, and writes at the top of each of the five squares in each column. 8. Writing at the top of each square enables words to be crossed out at the end of each game and others written in. Thus the activity sheet can be used for playing several games. 9. Using the words written on the oak tag tabs, the teacher calls out the words. When words on the students' "Environmental Bingo" sheet are read, the student draws a line through the word.	

Skills:

302-825
302-852
302-853
302-855
302-876

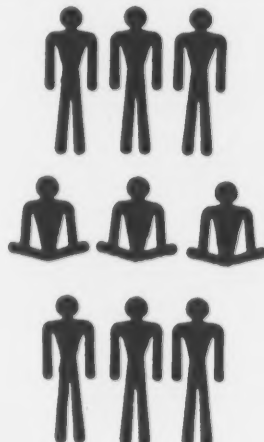
34

Evaluation and comments on activity:**Students:****Teacher:**

35

Title: Elementary - Social Studies Environmental Bingo		Topic: Anthropology		Student Activity Sheet	302-201 (411)(1,v) D
CLASS MEMBERS	FAMILIES	COMMUNITIES	CULTURES	GEOGRAPHY	
36				37	

The students will explain that physical characteristics
are inherited and specific cultural traits are acquired.
(304)(V)

Title: Elementary - Social Studies Take A Stand	Topic: Anthropology Time segment: One Time Segment	302-202 (304)(V) D
Instructional objectives: To assist students' awareness that physical characteristics are inherited and cultural traits acquired.	Procedure: 1. Teacher begins a discussion by defining the following terms: physical characteristics inherited, cultural traits, and acquired. 2. Students brainstorm randomly, examples of physical characteristics and cultural traits 3. The teacher needs to designate three areas where students can form lines. One line will signify inherited physical characteristics, the second line, an "I don't know," and the third, cultural traits. 4. The students are instructed to listen to the terms being spoken by the teacher, determine which line the term represents, and go to that area and form a line with other class members who have made the same selection. All students must "Take a Stand" in one of the three lines.	
Materials: 1. An area large enough to facilitate the game. 2. Chalkboard area for brainstorming.		
Evaluation: The student is able to participate in a discussion and give examples of inherited physical traits and acquired cultural traits.		
Adaptations: Teacher develops own game to facilitate learning these principles.	5. Students in the "I don't know line," sit down. 6. The students in the two outside lines face each other. 7. The students in the outside lines take a turn at giving reasons for their stand. 8. At the end of the discussion, the students in the "I don't know line" must make a decision and move to the appropriate line. 9. At the same time, students in either of the outside lines who have changed their minds during the discussion, may move to the opposite line. 10. The teacher should encourage students to think independently and positively reinforce students' opinions.	

Skills:

302-850
302-803
302-854
302-856
302-875

Evaluation and comments on activity:**Students:****Teacher:**

11. Teacher should begin with simple terms such as; long nose, blue eyes, hair color, height, etc.
12. This is an open ended activity and all logical evaluations are accepted and also positively reinforced.

The students will describe and illustrate contributions
of different cultures which are evident in every community.
(408)(I,V)

Title: Elementary - Social Studies
Cultural Influences

Topic: Anthropology

302-203 (408)(I,V)

Time segment: Two Time Segments

D

Instructional objectives:

To assist students' awareness of the contributions of different cultures in their community.

Materials:

1. Board space for brainstormed lists.
2. Bulletin area
3. Paper and art supplies for committee projects.

Evaluation:

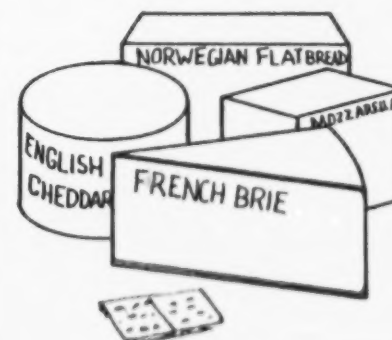
The student is able to participate in a discussion about foods and in creating a mural about its cultural contributions in their community.

Adaptations:

A different cultural contribution in the community can be discussed and depicted in mural form.

Procedure:

1. The teacher begins a class discussion about food preparation indigenous to different cultures of the world which are evident in the school's community.
2. Student are encouraged to give examples from cooking at home, foods in grocery stores and local restaurants.
3. The cultural origin of the foods are used as a categorical heading on the chalkboard. As example foods are given, the students should determine in which category the food belongs.
4. A second list of words is developed for each food group describing the tastes, smells, and textures of the foods. The teacher should encourage the use of creative objectives.
5. Student committees are formed for each country whose food has been brainstormed.
6. Each student committee is instructed to prepare a display to be used for a bulletin board on "Cultural Foods of our Community."
7. The student committees are to illustrate the foods of their country, and select a teacher determined number of words to use as labels for their section of the display.



Skills:

302-855
302-876
302-880

48

Evaluation and comments on activity:**Students:****Teacher:**

49

The students will explain how cultural contributions are made in different ways. (111)(I)

Title: Elementary - Social Studies
Cultural Appreciation Search and Share

Topic: Anthropology

302-204 (111)

Time segment: Teacher Discretion

D

Instructional objectives:

To assist students' understanding that cultural contributions are made in different ways.

Materials:

1. Teacher prepares a contract for each student.
2. Board space for recording class discussion.

Evaluation:

The student is able to discuss cultural contributions and prepares one to share with the class.

Adaptations:

A resource person could introduce the subject with examples from a specific culture.

Procedure:

1. The teacher leads a discussion on the different ways cultural contributions are made such as: music, literature, art, crafts, foods, architecture, technology, etc.
2. Under each of the brainstormed categories, several examples should be listed.
3. The class discusses ways that these contributions might be shared with a large group. Encourage students to utilize their own special interests and talents when suggesting ideas for sharing.
4. Each student selects a way to share a cultural contribution and completes a student contact with the teacher.
5. The contracted sharing time can be voluntary or determined by the teacher.



Skills:

302-850
302-852
302-853
302-856
302-875
302-876

54

Evaluation and comments on activity:**Students:****Teacher:**

55

The students will describe learnings they received
from other people in the community. (203)(I,V)

Title: Elementary - Social Studies
Community Helpers

Topic: Sociology.

302-301 (203)(I,V)

Time segment: One Time Segment

D

Instructional objectives:

To help students recognize community members who assist in their learning.

Materials:

1. Materials for each student (or team of two) to paint a large picture.
2. Scissors.
3. Bulletin area.

Evaluation:

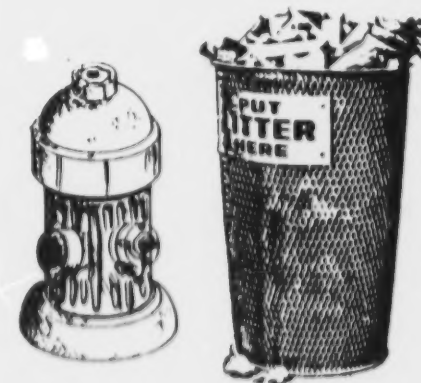
Student is able to describe, in discussion and painting, learnings received from people in the community.

Adaptations:

Procedure:

1. Teacher conducts a brainstorming session on people of the community who help children learn.
2. The teacher should encourage a diversity of ideas.
3. Each child, or a team of two, paints a large picture of the community helpers who help children learn.
4. After the paintings have dried, cut out the "Community Helper" figures and place them in appropriate groupings on the bulletin board.
5. Depending on the location in the grouping of the community helpers, a dialogue balloon is shaped for each.
6. The dialogue balloon states, (Insert name of community helper) helps children learn.
7. The dialogue balloon is positioned so that it appears as a statement made by the matching community helper.

NOTE: This mural is developed further in
Activity 302-601
302-602
302-603



Skills:

302-885
302-876
302-880

60

Evaluation and comments on activity:**Students:****Teacher:**

61

The students will discuss the many social functions
and institutions provided by their community. (405)(V)

Title: Elementary - Social Studies
Community Service

Topic: Sociology.

302-302 (405)(V)

Time segment: Two Time Segments

D

Instructional objectives:

To develop students' understanding of institutions who provide social functions for the community.

Materials:

1. Board space to record class discussion.
2. Materials to write and mail a class letter.

Evaluation:

Students can name community institutions and functions they sponsor.

Adaptations:

Procedure:

1. Teacher leads a discussion on what is a social function and an institution.
2. The students are assigned to make an individual list outside of class (preferably with adult assistance) of their community's social institutions and functions.
3. When the lists are returned to class, a large class list is compiled from the information.
4. The class determines which institution sponsors the classes' favorite social function, and composes a group thank you letter.
5. The note can be delivered by mail or by student committee.



Skills:

302-852
302-875
302-876

Evaluation and comments on activity:**Students:****Teacher:**

The students will investigate their own patterns of behavior and those of other children and explain how children learn their basic behavior from the people within the groups of which they are members. (401)(I,V)

Title: Elementary - Social Studies How Is Behavior Learned		Topic: Sociology	302-303 (401)(I,V)
		Time segment: One Time Segment	D
Instructional objectives: To assist students' understanding of how behavior is learned from people around them.	Procedure: 1. Teacher leads a discussion on the ways children learn their basic behavior from the people around them. These are listed on the chalkboard. 2. Ask: "What are some things people do that let us know how they feel?" These are listed on the chalkboard. 3. If a student does not respond with "body language" or a similar statement, the teacher adds it to the list and discusses body expressions as a means of communicating feelings. 4. The teacher asks for volunteers to plan and present a pantomime situation that might occur: (a) on the playground, (b) in the classroom, and (c) in the neighborhood. 5. The teacher makes sure the volunteers understand. No words can be spoken during their presentations. The students must communicate feelings and behavior with physical gestures only. 6. While these three groups are planning their pantomime, the teacher assigns the role of observer to the remaining students. 7. The observers discuss together what to watch for in each pantomime, which will communicate the feelings of the individuals. 8. Pantomimes are presented to the class and debriefed one at a time.		BODY LANGUAGE 
Materials: 1. Board area to list students' responses. 2. Area to facilitate pantomime activity.			
Evaluation: The student is able to participate in discussions and pantomime about where behavior patterns are learned.			
Adaptations:			

70

71

Skills:

302-853
302-875
302-303

72

Evaluation and comments on activity:**Students:****Teacher:**

73

The students will list the benefits of participating in community activities. (401)(V)

Title: Elementary - Social Studies Service Projects		Topic: Sociology	302-304 (401)(V)	
		Time segment: Teacher Discretion	D	
Instructional objectives: To assist students' understanding of the benefits of participating in a community service.	Procedure: 1. The teacher contacts the school administrator to discuss possible service projects the second grade could do for the school: i.e., ground clean-up or a beautification project. 2. The possibilities generated by the teacher and administrator are presented to the class and one is selected as a class service project. 3. The teacher and students develop a step-by-step plan of action for the completing of the project. 4. If it becomes apparent that adult help will be needed, the PTA officers or parents of the students, can be contacted. 5. After completing the class's plan of action, the service project is evaluated, with emphasis on the benefits of participating in a service project.			
				Materials: Material will vary according to project and plan of action.
				Evaluation: The student will be able to verbalize benefits in participating in a school community service project.
				Adaptations: Project can be planned with the community.

Skills:

302-826

302-875

302-856

Evaluation and comments on activity:**Students:****Teacher:**

78

79

The students will list various ways of receiving and expressing love. (305, 309)(P,V)

Title: Elementary - Social Studies
Expressions of Love

Topic: Sociology

302-305 (305,309)
(P,V)

Time segment: One Time Segment

Instructional objectives:

To assist students' understanding of the many ways of receiving and expressing love.

Materials:

1. Board space to record student responses.
2. Tape recorders and tapes for student groups.

Evaluation:

The student is able to participate in a group discussion and tape recording about ways of receiving and expressing love.

Adaptations:

Have one volunteer group tape record for class.

82

Procedure:

1. Teacher begins a class discussion with the question, "Who loves you?"
2. Responses are recorded on the board in categories such as; parents, brothers, sisters, aunts and uncles, grandparents, friends, teachers, other adults, etc.
3. To motivate students to generate ideas, the teacher asks for examples of how love is expressed.
4. The students are then divided into small groups and assigned a category from the board. The teacher should assign group leaders who are able to use a tape recorder appropriately. (It is suggested that the teacher conduct a training session with the group leaders prior to this activity) in how to use the tape recorder.
5. Groups go to a designated area, sit in a circle, and discuss the ways their category of people have expressed love to them.
6. These responses are recorded by the trained group leader.
7. At the end of the recording session, the tape is turned off and students will discuss possible ways they might express love to their category of people.
8. After all ideas have been shared, the group selects the best idea that can be accomplished by students, and the group leader records it on the tape.
9. When this recording has been completed, the group leader gives it to the teacher, then, the teacher plays all tapes for the class.
10. Each student supports the group's decision on how to express love.



83

Skills:

302-850
302-853
302-875

84

Evaluation and comments on activity:**Students:****Teacher:**

85

The students will define honesty. (205)(V)

Title: Elementary - Social Studies
Honesty

Topic: Sociology

302-306 (205)(I, V)

Time segment: One Time Segment

D

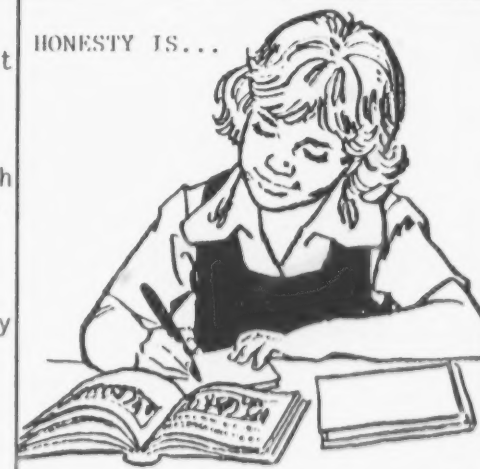
Instructional objectives:

To assist students in defining honesty.

Procedure:

1. Teacher distributes a Student Activity Sheet to each student, along with a student dictionary.
2. The teacher reads the directions, along with the class, to make sure all students understand the assignment.
3. Teacher needs to circulate among the students while they complete their own activity sheet, assisting when necessary.

HONESTY IS...



Materials:

1. Student Activity Sheet for each class member.
2. A dictionary for each student.

Evaluation:

The student is able to complete the Student Activity Sheet on honesty.

Adaptations:

Skills:

302-850
302-879

90

Evaluation and comments on activity:**Students:****Teacher:**

91

Title: Elementary - Social Studies Honesty	Topic: Sociology	Student Activity Sheet	302-306 (205)(I,V) D
--	-------------------------	------------------------	-------------------------

WHAT DOES HONESTY MEAN? _____

1. What kind of book is used to find meanings of words? _____

2. What guide word do you find on the page where Honesty is given? _____

3. On what page of this book did you find this definition? _____

4. How many syllables are in Honesty? _____
How does this reference book show you this? _____

5. The word Honesty is a: 1. noun _____ 2. Verb _____ 3. Adjective? _____

6. What is an antonym of Honesty? _____

7. What is a synonym of Honesty? _____

8. Use Honesty correctly in your own sentence. _____

The students will discuss the ways that geographic features of different communities vary, i.e. rivers, climate, terrain, etc. (102)

Title: Elementary - Social Studies
Geographical Features

Topic: Geography

302-401 (102)

Time segment: One Time Segment

D

Instructional objectives:

To assist students' knowledge about geographic features of different communities.

Materials:

1. Map of the community.
2. Art materials for student pictures.
3. Board space to record student responses.

Evaluation:

The student can discuss and illustrate geographical features of various communities.

Adaptations:

Procedure:

1. Teacher leads a class discussion identifying geographical features found in a variety of communities, i.e., rivers, mountains, lakes, deserts, climate, etc.
2. Responses are listed on the board for student reference.
3. The students select a geographical feature they have seen, and draw a likeness.
4. The complete feature is then labeled and the location identified on a map, if possible.
5. More than one geographical feature may be illustrated in one picture.
6. Pictures can be displayed on a class bulletin board.
7. If a number of features are in your immediate area, a walking field trip could culminate the activity.



Skills: Elementary - Social Studies

302-811

302-813

302-880

98

Evaluation and comments on activity:

Students:

Teacher:

99

The students will explain how and why population varies from one area to another because of geographical differences. (603)(I)

Title: Elementary - Social Studies Geographical Differences	Topic: Geography Time segment: One Time Segment	302-402 (603)(1) D
Instructional objectives: To assist students to explain how and why population varies from one area to another because of geographical differences.	Procedure: 1. By referring to the pictures created for the mural in Activity 302-401, the teacher and students evaluate the advantages and disadvantages of living by or in each of the physical features illustrated. 2. After evaluating each feature, the class can forecast what geographical features are needed to support a large population. 3. With use of a globe, the students can locate oceans and continents, equator, and geographical features being located north or south of the equator. 4. Discuss population relationship with the geographical features identified on the globe.	
Materials: 1. Mural completed in Activity 302-401 2. Globe 3. Board space to record students' responses.		
Evaluation: The student is able to explain how and why population varies because of geographical differences		
Adaptations:		103

Skills: Elementary - Social Studies

302-801
302-810
302-819
302-880

104

Evaluation and comments on activity:

Students:

Teacher:

105

The students will explain how geographic features affect lifestyles. (603)(I,V)

Title: Elementary - Social Studies Geographic Features	Topic: Geography	302-403 (603)(I,V)
	Time segment: One Time Segment	D

Instructional objectives:

To assist students in explaining how geographic features affect lifestyles.

Materials:

1. Mural completed in Activity 302-401.
2. Old magazines.
3. Scissors.

Evaluation:

The student is able to discuss and show magazine examples how geographic features affect lifestyles.

Adaptations:

Resource person who has lived in a different geographic setting.

- Procedure:**
1. By referring to the pictures created for the mural in Activity 302-401, the teacher and students forecast how geographical features affect lifestyles.
 2. These forecasted ideas are categorized on the chalkboard, i.e. occupations, recreation, services, transporation, etc.
 3. A collection of old magazines are used for a picture hunt where students cut out examples of lifestyle features.
 4. The magazine illustrations can be attractively arranged on the bulletin board.



Skills: Elementary - Social Studies

302-880
302-855
302-854

Evaluation and comments on activity:

Students:

Teacher:

110

111

The students will identify the important historical sites in their community. (102)(V)

Title: Elementary - Social Studies
Community's Historical Sites

Topic: History

302-501 (102)(V)

Time segment: Teacher Discretion

D

Instructional objectives:

To assist students in identifying important historical sites in their community.

Materials:

1. A resource person from the community.
2. Material for a class thank you note.

Evaluation:

The student is able to identify important historical sites in their community.

Adaptations:

A bus tour to historical sites.

Procedure:

1. Teacher will invite a resource person to the class who can relate to second graders, and identify important historical sites in their community.
2. Ideally, the invited resource person should have access to media and bring it to share with the students.
3. A class discussion is held prior to the resource persons visit, about manners and expected behavior.
4. The teacher should specify the amount of time the guest is to use for the presentation.
5. A thank you note should be written by each class member stating at least one fact learned from the guest's presentation.
6. Where possible, a walking tour or field trip can be organized to visit the important historical sites in the community.



Skills: Elementary - Social Studies

302-811
302-852
302-855

116

Evaluation and comments on activity:

Students:

Teacher:

117

The students will outline the history of their community. (103)

Title: Elementary - Social Studies Community Time Line		Topic: History	302-502 (103)
		Time segment: One Time Segment	D
Instructional objectives: To assist students in outlining the history of their community.	Procedure: 1. The teacher locates a written history of the schools' community. 2. The teacher prepares a date line broken down in multiples of two for the community's history, for a display area. 3. The teacher reads the community's history to the students. 4. The students take notes, recording specific dates or phrases referring to time. 5. The students' notes are compared to make sure all dates are there and in chronological order. 6. Mark the dates on the time line. 7. Assign students to review and illustrate an event happening for each specific date on the time line. 8. The date and illustration for each event should be titled and where space allows, captioned and displayed on the date line.		
Materials: 1. A written history of their community. 2. Paper for students time line. 3. Materials for illustrations.	1890 1895 1900 1903 1905 1910 1915 		
Evaluation: The student is able to outline and illustrate the history of their community.			
Adaptations:			

Skills: Elementary - Social Studies

302-854
302-855
302-876

Evaluation and comments on activity:

Students:

Teacher:

122

123

The students will list many different factors which influence change. (109)(V)

Title: Elementary - Social Studies Changes	Topic: History Time segment: Teacher discretion	302-503 (109)(V) D
Instructional objectives: To assist students' understanding of the many factors which influence change.	Procedure: 1. The teacher leads a discussion about the changes that have taken place in their school. 2. The teacher records the students' responses on a simple outline on the chalkboard. A space should be provided under each listed change on the outline to be filled in later. 3. After all the changes have been listed, possible reasons for each change are discussed and added to the outline. 4. The students are given an outside assignment of: (a) listing (b) outlining (c) illustrating the changes that have taken place in their homes. Teachers can encourage capable students to try outlining. 5. Because some responses on the outside assignment could be very personnel in nature, the teacher collects and evaluates the assignment. 6. Having completed the two previous evaluations, students should have increased their awareness of change and be able to focus on the community. 7. The same class discussion procedure followed in evaluating changes in the school is now followed in evaluating changes in the community. 8. The last step in the debriefing is to discuss positive and negative affects of change.	CHANGES IN OUR SCHOOL. 1. 2. 3. CHANGES IN OUR HOME. 1. 2. 3. CHANGES IN OUR COMMUNITY. 1. 2. 3.
Materials: Papers for student outline.		
Evaluation: The student is able to list different factors which influence change in their life.		
Adaptations: Students draw a "before" and "after" picture of change.		

Skills: Elementary - Social Studies

302-854
302-852
302-876

128

Evaluation and comments on activity:

Students:

Teacher:

129

The student will list and discuss jobs of people
in the community who produce goods. (804)(C,P)

Title: Elementary - Social Studies Community Producers		Topic: Economics	302-601 (804)(C,P) D
		Time segment: One Time Segment	
Instructional objectives: To assist students in listing and discussing jobs of people who produce goods in their community.	Procedure: 1. By referring to the class mural created in Activity 302-301, the teacher asks the students to identify the persons or occupation of the persons on the mural who are the producers of goods. 2. The students then brainstorm additional occupations not represented on the mural that produce goods in their community.		
Materials: 1. Chalkboard space to record student responses. 2. Bulletin created in Activity 302-301.			
Evaluation: The students can list and discuss jobs of people who produce goods in their community.			
Adaptations: A resource person who produces goods can be invited to speak to the class.			

132

133

Skills: Elementary - Social Studies

302-853
302-875
302-880

134

Evaluation and comments on activity:

Students:

Teacher:

135

The students will list and discuss jobs of people in the community who produce services. (804)(C,P)

Title: Elementary - Social Studies
Community Service Jobs

Topic: Economics

302-602 (804)(C,P)

Time segment: One Time Segment

D

Instructional objectives:

To assist students in listing and discussing jobs of people who offer services in their community.

Materials:

1. Bulletin Board created in Activity 302-301.
2. Chalkboard space to record student responses.

Evaluation:

The student can list and discuss jobs of people who offer services in their community.

Adaptations:

Procedure:

1. By referring to the class mural created in Activity 302-301, the teacher asks students to identify the persons or occupation of the persons on the mural who are involved in services.
2. The students then brainstorm additional services not represented on the mural located in their community.



Skills: Elementary - Social Studies

302-853

302-875

302-880

Evaluation and comments on activity:

Students:

Teacher:

110

111

The students will identify some of the skills and requirements needed for identified community jobs.
(803)(C,P)

Title: Elementary - Social Studies
Skills Needed For Jobs

Topic: Economics

302-603 (803)(C,P)

Time segment: Teacher Discretion

D

Instructional objectives:

To assist students to identify some skills and requirements needed for community jobs.

Materials:

1. Teacher material transparency.
2. Area to facilitate a panel discussion.

Evaluation:

The student can identify some skills and requirements needed for community jobs.

Adaptations:

A resource person can replace panel.

Procedure:

1. Building on Activities 302-301, 302-601, and 302-602, the teacher leads a discussion on the skills and requirements for the identified community workers.
2. Responses are recorded on a simple webbing diagram on a chart or overhead transparency.
3. The students evaluate the similarities and differences of necessary skills for a variety of occupations by referring to the webbing diagrams.
4. Survey the class and find if any student's parents fit in these occupational categories. Those parents are asked to visit the classroom at a predesignated time to be part of an occupational panel interviewed by class members.
5. To prepare for the panel, each student writes and shares with the class at least one question he/she plans to ask a panel member.
6. By having this preparation, all students will have something to contribute, and any duplications of questions are eliminated.

WHAT SKILLS DOES
A RANCHER NEED?



Skills: Elementary - Social Studies

302-880

302-875

302-854

Evaluation and comments on activity:

Students:

Teacher:

146

117

Title: Elementary - Social Studies
Skills Needed For Jobs

Topic:
Economics

Teacher Materials

302-603 (803)(C,P)

148

149

The students will evaluate goods and services produced in the community and consider choices that must be made in paying for and using them. (105)(V,P)

Title: Elementary - Social Studies Economic Choices		Topic: Economics Time segment: One Time Segment	302-604 (105)(V,P) D
Instructional objectives: To assist students in evaluating community choices made in paying and using services and goods.	Procedure: 1. Based on the previous learnings in this economic strand, the teacher uses the over-head transparency provided as teacher material for this activity with the class. 2. The teacher lists the community's goods and services offered by students, based on previous learnings. 3. As the students evaluate ways of use, the teacher records their responses on the over-head transparency. 4. Before completing the ways of paying columns, the teacher discusses the meaning of cash, credit, taxes, bonds, and insurance. 5. Any way for which a good or service can be paid, is checked in the appropriate square. 6. When completing the transparency, the students evaluate the choices made in their community in producing goods and services.		? <i>Community Choices</i> ?
Materials: Teacher material made into transparency.			
Evaluation: The student completes the Student Activity Sheet in a logical manner.			
Adaptations: Chart choices on an overhead transparency.			

Skills: Elementary - Social Studies

Evaluation and comments on activity:

Students:

Teacher:

154

155

Title: Elementary - Social Studies Economic Choices	Topic: Economics	Teacher Materials	302-604 (105)(V,P) D
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COMMUNITY

WAYS OF USING

WAYS OF PAYING

GOODS AND SERVICES

CASH

CREDIT

TAXES

BONDS

INSURANCE

The students will describe the relationship between the supply of goods, the demand for goods, and their value.
(803)(V)

Title: Elementary - Social Studies
Supply, Demand and Value

Topic: Economics

202-005 (303)(V)

Time segment: One Time Segment

D

Instructional objectives:

To assist students describe the relationship between the supply of goods, the demand for goods, and their value.

Materials:

1. The book, Fredrick by Leo Leonni, 1967.
2. Chalkboard space to record student responses.

Evaluation:

The student can explain the relationship between supply of goods, the demand for goods, and their value.

Adaptations:

Build an illustration to help teach the concepts instead of reading Fredrick.

Procedure:

1. To begin this activity, the teacher reads to the class the book, "Frederick", by Leo Leonni, 1967, Pantheon Books.
2. The students are asked to list the supply of goods provided by the mice in the story, as the teacher records the students' responses on the board.
3. "Why were the goods needed by the mice?" is the next question for class discussion and teacher recording.
4. "What was the value of each of the goods by the mice?" is evaluated by the students.
5. The teacher's record on the board of the class's evaluation, is debriefed with a discussion of the relationship of supply of goods, the demand for goods and their value.
6. Each child in the class is asked to respond with one need in their life, how that need is supplied, and the value of that need.



Skills:

302-853
302-854
302-876

Evaluation and comments on activity:**Students:****Teacher:**

162

163

The students will formulate class rules with other class members. (402)(V,P)

Title: Elementary - Social Studies
Class Rules

Topic: Political Science

302-701 (402)(V,P)

Time segment: Teacher Discretion

D

Instructional objectives:

To assist students' activities to formulate class rules with other class members.

Materials:

1. Chalkboard space to record student responses.
2. Five tab strips for each student.

Evaluation:

The student will be able to formulate class rules with other class members.

Adaptations:

Procedure:

1. Teacher leads a discussion on possible rules that would make the classroom safe, comfortable, and conducive to learning.
2. The teacher records all responses in a simple paraphrased form on the board as the contributing student explains the value of his/her rule.
3. After all ideas are recorded, the class discusses the necessity and workability of the rules to help them in evaluation of their needs as a class.
4. Based on the evaluation process, a selection of the most workable and desirable rules is made and kept listed on the board while others are erased.
5. Five tabs of paper cut into wide strips are distributed to each student.
6. The student individually evaluates and selects five of the remaining rules he/she feels most important.
7. These five selected rules are copied from the board on the five tabs.
8. Each student arranges the five rule tabs in order of importance from most important to least important.
9. The teacher conducts a retrieval survey to determine the five classroom rules chosen by the students to be most valuable as follows:

(Refer to next page)

CLASSROOM RULES



Skills: Elementary - Social Studies

302-825
302-826
302-854
302-856

Evaluation and comments on activity:

Students:

Teacher:

List of possible rules.

- 1.
- 2.
- 3.
- 4.
- 5.

Placement of Students

1	2	3	4	5
1	4	1	2	0
2	5	1	0	0

10. Using this example, the second has received the most first place votes and is then placed on the classroom rule chart as rule number 1 and so on.
11. The rules are charted and displayed in the classroom, and after a designated period of time are re-evaluated.

The students will discuss roles which help in establishing order within the community. (405)(V)

Title: Elementary - Social Studies
Community Roles

Topic: Political Science

302-702 (405)(V)

Time segment: Teacher Discretion

D

Instructional objectives:

To assist students' awareness of roles which help in establishing order within the community.

Materials:

1. Chalkboard space to record student responses.
2. Space for a resource person's presentation.

Evaluation:

Students can discuss roles which help in establishing order in the community.

Adaptations:

A panel of community works.

Procedure:

1. Teacher begins a discussion of roles which help establish order within the community.
2. The teacher needs to encourage students to think beyond law enforcement, i.e., civic and community service organizations.
3. Depending on the community resources, the students and teacher selects a community figure active in one of the brainstormed roles, to be invited to speak to the class.
4. Students should formulate specific questions and areas of interest to ask the invited resource person.
5. The students could ask what role they, as community citizens, might play in establishing order in their community.



Skills: Elementary - Social Studies

302-853

302-876

302-855

174

Evaluation and comments on activity:

Students:

Teacher:

175

The students will verbalize how authority affects them.
(304)(V)

Title: Elementary - Social Studies
Authority

Topic: Political Science

302-703 (304)(V)

Time segment: Teacher Discretion

D

Instructional objectives:

To assist students in verbalizing how authority affects them.

Materials:

1. Based on learnings with the resource person in Activity 302-702.
2. Materials for a class or individual letters.

Evaluation:

The student can verbalize how authority affects them.

Adaptations:

Take a walking tour to find evidence of authority in the community (building code, etc.)

Procedure:

1. Based on the learning experience in Activity 302-702, the students evaluate what has been learned about the effect authority has, first, on the community, and secondly, on themselves.
2. These verbalizations are expressed in a letter of appreciation to the resource person who spoke to the class on the roles of authority in the community.



Skills: Elementary - Social Studies

302-811
302-826
302-875

180

Evaluation and comments on activity:

Students:

Teacher:

181

The students will define the difference between power and authority. (103)(V)

Title: Elementary - Social Studies
Power/Authority

Topic: Political Science

302-704 (103)(V)

Time segment: Teacher Discretion

D

Instructional objectives:

To assist students define the difference between power and authority.

Materials:

1. Area to facilitate role playing.
2. Board area for recording student responses.

Evaluation:

The student is able to define the difference between power and authority.

Adaptations:

Procedure:

1. Before this activity begins, the teacher selects two groups of students who would feel comfortable creating a role playing situation demonstrating the difference between power and authority.
2. The role playing situation and objective must be carefully structured by the teacher to explain power as being control that is taken or inherited, while authority is delegated.
3. An example situation for role playing is a playground incident where a game or activity is depicted in two different manners. In one instance, the class bully domineers the situation to get his/her way, using strategies of power. The comparable instance involves the same circumstances, but has a teacher on playground duty or student safety patrol person using their position of authority, assisting in solving the problem.
4. The role played situation is debriefed by the class. They evaluate the differences observed in the situations and discuss which involved power and which involved authority.
5. The students can now brainstorm other possible situations, depicting similar uses of power and/or authority.
6. It will be determined, eventually during this discussion, that in some cases both power and authority are used especially in the home.



Skills: Elementary - Social Studies

302-826

302-825

302-856

186

Evaluation and comments on activity:

Students:

Teacher:

187

The students will list individual responsibilities that relate to them in the home, school, and community.
(205)(P)

Title: Elementary - Social Studies
Responsibility

Topic: Political Science

302-705 (205)(P)

D

Time segment: One-Time Segment

Instructional objectives:

To assist the students' awareness of responsibilities at home, school and community.

Materials:

1. Dictionary for each student.
2. Student Activity Sheet for each class member.

Evaluation:

The student will be able to list responsibilities they have at home, school, and in the community.

Adaptations:

Locate and check out dictionaries from the media center if not available in the classroom.

Procedure:

1. The teacher has the students select a dictionary from the classroom library.
2. Using the dictionary, the students look up responsibility.
3. After the class discussion on responsibility, the teacher distributes the Student Activity Sheet for each class member.
4. The teacher circulates around the class helping, and positively reinforcing students as they work on completing the activity.
5. Upon completion, the students debrief by sharing their activity sheet with neighboring students.

RESPONSIBILITY



Skills: Elementary - Social Studies

302-877
302-878
302-852

192

Evaluation and comments on activity:

Students:

Teacher:

193

Title: Elementary - Social Studies Responsibility	Topic: Political Science	Student Activity Sheet	302-705 (205)(P) D
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RESPONSIBILITY MEANS: _____

MY RESPONSIBILITY AT:

HOME: _____

SCHOOL: _____

COMMUNITY: _____

The students will explain how the acceptance of individual responsibilities will result in an increase in the degree of fairness and freedom in the community and in the classroom.
(411)(P,V)

Title: Elementary - Social Studies
Fairness and Freedom

Topic: Political Science

302-706

Time segment: Teacher Discretion

D

Instructional objectives:

To assist students' awareness of how responsibility affects the degree of fairness and freedom.

Materials:

Activity Sheet 302-705 completed by each student.

Evaluation:

The student can write a statement on how responsibility accepted can increase fairness and freedom in the community and classroom.

Adaptations:

Students respond orally to questions.

Procedure:

1. After each student has completed and debriefed Activity Sheet 302-705, the teacher leads a discussion on how acceptance of individual responsibilities will result in an increase in the degree of fairness and freedom in the home, classroom and community.
2. The discussion should include what happens when individuals do not perform their responsibilities.
3. The teacher has the student copy the following statement from the chalkboard on the back of their activity sheet, "How I can be more responsible and increase the amount of fairness at home, school, and the community.
4. The students write a simple statement in response.

FAIRNESS AND FREEDOM



Skills: Elementary - Social Studies

302-826

302-852

302-856

Evaluation and comments on activity:

Students:

Teacher:

200

201

The students will recite the Pledge of Allegiance.
(115)(V)

212

2 3

Title: Elementary - Social Studies
Pledge of Allegiance

Topic: Political Science

302-707 (115)(V)

Time segment: Teacher Discretion

D

Instructional objectives:

To assist students in learning the Pledge of Allegiance.

Procedure:

1. The teacher writes the complete Pledge of Allegiance on the board or overhead projector.
2. The students copy the pledge.
3. In teams of two or three, the students practice memorizing the pledge.
4. A class discussion, in the meaning of difficult words, is conducted by the teacher.
5. The student team members check each other off when the pledge can be recited completely without mistakes.
6. A choral reading of the pledge is performed with all students for their own pleasure or for a school program.



Materials:

Teacher copy of the Pledge of Allegiance.

Evaluation:

The student is able to recite the Pledge of Allegiance.

Adaptations:

Skills: Elementary - Social Studies

302-853

206

Evaluation and comments on activity:

Students:

Teacher:

207

The students will sing the Star Spangled Banner.
(115)(V)

Title: Elementary - Social Studies
The Star Spangled Banner

Topic: Political Science

302-708 (115)(V)

Time segment: Teacher Discretion

D

Instructional objectives:

To assist the students in learning the Star Spangled Banner.

Materials:

The Star Spangled Banner written on large chart paper.

Evaluation:

The students can sing the Star Spangled Banner as a class.

Adaptations:

Procedure:

1. The words to the "Star Spangled Banner" are written on large chart paper by the teacher.
 2. The students read the chart and memorize the words of the song.
 3. The musical accompaniment is introduced to the class, and the song is learned.
 4. Some students who feel confident about their singing talents may volunteer to sing certain parts of the song as a solo or duet.
 5. A good method for inspiring memorization of both lyrics and music is "Quick Switch". The teacher divides the class into small groups, begins the song with the entire group participating, and then switches quickly to a small group to continue alone until the teacher signals another group to pick up and continue singing the part of the song that comes next without skipping a beat.
- This procedure continues until the teacher signals for the response of the entire group again. This is a highly motivational method to use, but it requires a little time to "catch on". The results of the learning process can be used in developing senses of humor as they sometimes prove to be most entertaining.



Skills: Elementary - Social Studies

302-856

Evaluation and comments on activity:

Students:

Teacher:

212

213

The students will explain the symbolism of the United States flag. (111)(V)

Title: Elementary - Social Studies
Symbolism of the United States Flag

Topic: Political Science

302-709 (111)(V)

Time segment: One Time Segment

D

Instructional objectives:

To assist the students in understanding the symbolism of the United States Flag.

Materials:

A resource person knowledgeable about the symbolism of the United States Flag.

Evaluation:

The student is able to explain the symbolism of the United States Flag.

Adaptations:

Procedure:

1. The teacher invites an older student, who has studied the flag's symbolism, to speak to the class. Any boy who has completed his scout merit badge on the flag, would be qualified.
2. The older student could bring a friend to assist with any demonstration.
3. The class writes a class poem about the flag.
4. If possible, a musical accompaniment can be composed for the poem.
5. The original poem and song can be performed at a PTA meeting, school program, or class program for parents.



Skills: Elementary - Social Studies

302-853

218

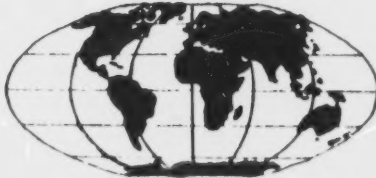
Evaluation and comments on activity:

Students:

Teacher:

219

The students will identify oceans and continents on a map or globe. (102)

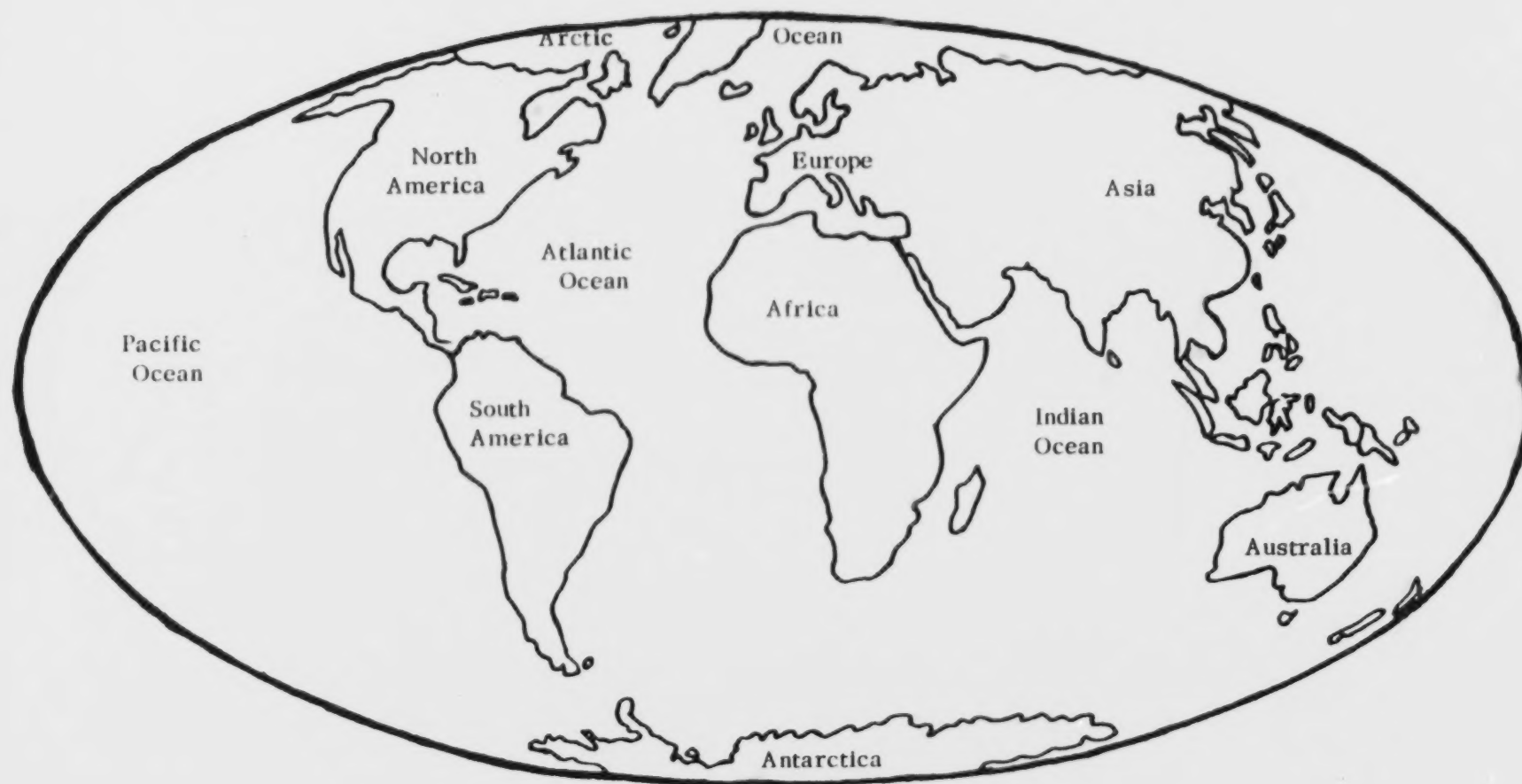
Elementary Social Studies TITLE: Oceans and Continents	TOPIC: Geography TIME SEGMENT: 30 to 40 minutes	302-801 (102) D
INSTRUCTIONAL OBJECTIVE: The students will identify oceans and continents on a map or globe.	PROCEDURE: To the teacher: 1. Make a transparency from the Student Information Sheet, and make copies of the Student Activity Sheet. 2. Obtain several classroom world maps and globes. 3. Use the transparency as a guide for the following discussion items: a. Discuss what a continent is with the students. b. Have the students compare the information sheet with the globe and maps. Locate the continents and oceans on the various maps and globe. c. Discuss how a continent is different from an island. d. Discuss and list on the chalkboard the seven continents and the four oceans. 5. Distribute copies of the Student Activity Sheet. Have the students label the continents and oceans on the activity sheet.	
MATERIALS: Student Information Sheet Student Activity Sheet (Masters included) World maps and globes Chalk and chalkboard		
EVALUATION: The students will fill in a blank map showing the oceans and continents of the world.		
ADAPTATIONS:		

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

WORLD MAP OF CONTINENTS AND OCEANS



WORLD MAP OF CONTINENTS AND OCEANS



228

229

The students will compare the size of the United States and/or Utah on various maps and globes. (103)

230

231

INSTRUCTIONAL OBJECTIVE:

The students will compare the size of the United States and/or Utah on various maps and globes.

MATERIALS:

Transparencies of Maps 1-4
(Masters included)
World maps
Globes

EVALUATION:

The students will compare the size of the United States and/or Utah on various maps and globes and verbalize their findings.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Make transparencies of the patterns for Maps 1-4.
2. In exercises with globes, each student should have his own globe (borrow from other classrooms) and work in groups limited in size by the number of globes.
3. Establish with the students that our country and state are part of the world.
4. Display world maps and globes.
5. Discuss the size and shape of the United States on the transparencies and the various maps and globes.
6. Help students locate the State of Utah or its approximate location on the maps, globes, and transparencies. Compare its size and shape on a flat map and globe.
7. Discuss the size of Utah in comparison with the world and the United States.
8. Discuss in what ways a globe and flat map are alike, and how they are different.



234

Evaluation and Comments on Activity:

Students: _____

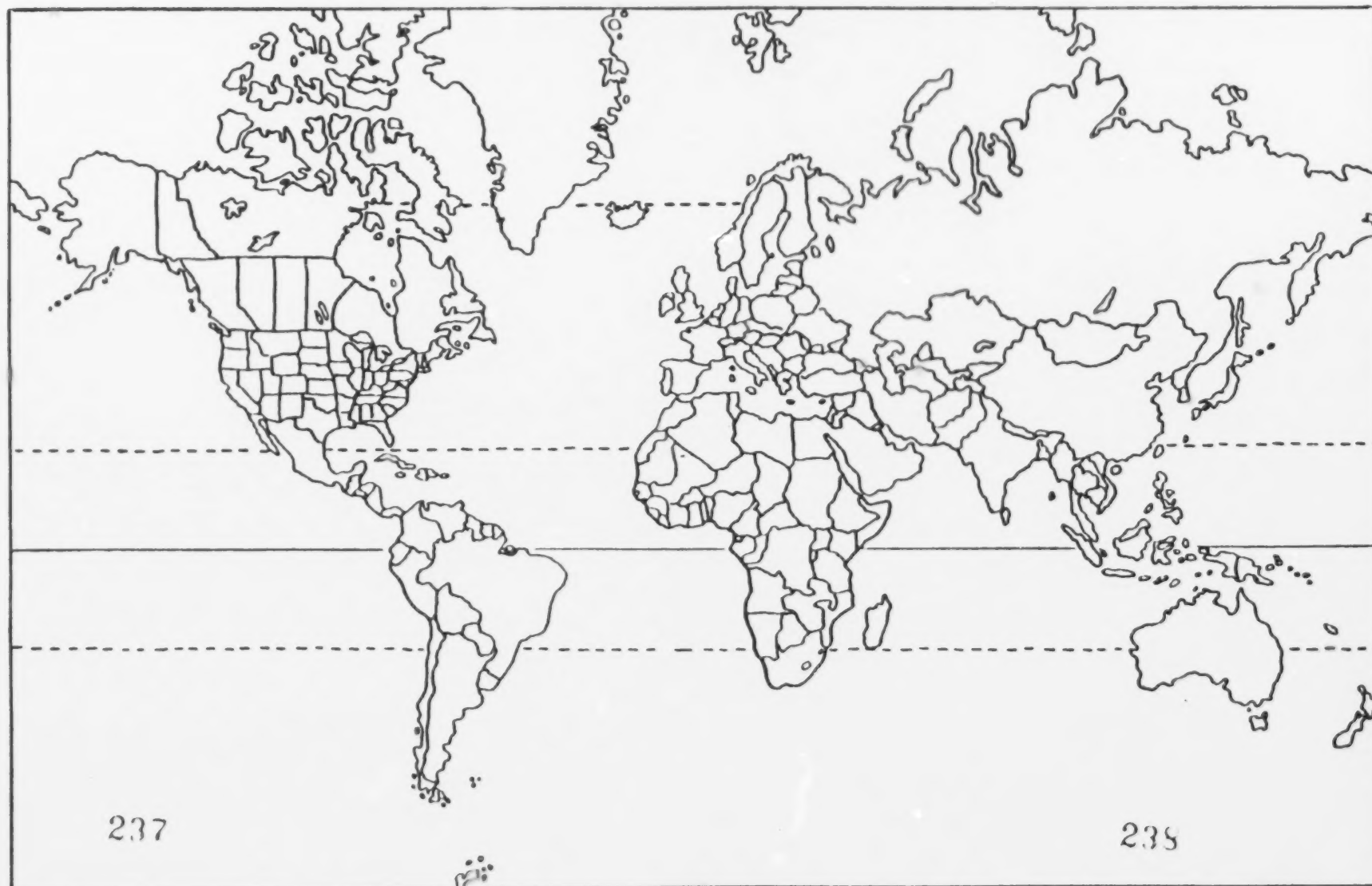
Teacher: _____

235

WORLD GLOBE



FLAT WORLD MAP



NORTH AMERICA



UNITED STATES MAP

302-802 (103)

Map 4



210



211

The students will compare an area's size and shape as shown on a wall map to the way they are shown on a globe.
(103)

TITLE: Comparing Size and Shape

TIME SEGMENT: 30 minutes

D

INSTRUCTIONAL OBJECTIVE:

The students will compare an area's size and shape as shown on a wall map to the way they are shown on a globe.

MATERIALS:

Map 1 and 2 Transparencies
(Masters included)
Maps and globes
Grapefruit and knife
Cardboard and pins

EVALUATION:

The students will compare an area's size and shape as shown on a wall map to the way it is shown on a globe. The students will verbalize the differences.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. In exercises with the globes, each student should have his own globe. Borrow from other classrooms and work in groups limited in size by the number of globes.
2. Demonstration:
 - a. Use a grapefruit and draw the shape of a continent on it.
 - b. Make cuts in the peel (along what would be the Meridian line) and carefully remove the pulp from the grapefruit.
 - c. Flatten the grapefruit and pin it onto a sheet of cardboard.
 - d. Ask the students:

What happened to the curved surface? What happened to the continents drawn on the surface of the grapefruit?
(Some types of distortions they should observe are it's hard to tell the shape of some of the continents, the continents appear larger than they actually are, etc.)
3. Discuss what the most accurate map of the earth is. (a globe) Tell the students it has some disadvantage because only half of the earth can be seen at a time and limited to fewer details. Discuss flat maps.
 - a. A flat map is our only recourse, but it has some drawbacks. A flat map doesn't show the true size, shape, and distance for all parts of the earth.
 - b. Flat maps do show the whole world at one time.
4. Use either various maps and globes or the map transparencies included in this objective. Compare the shape of Greenland on the various maps and globes. Point out how Greenland's shape changes from the globe to a flat map.



Evaluation and Comments on Activity:

Students: _____

Teacher: _____

246

247

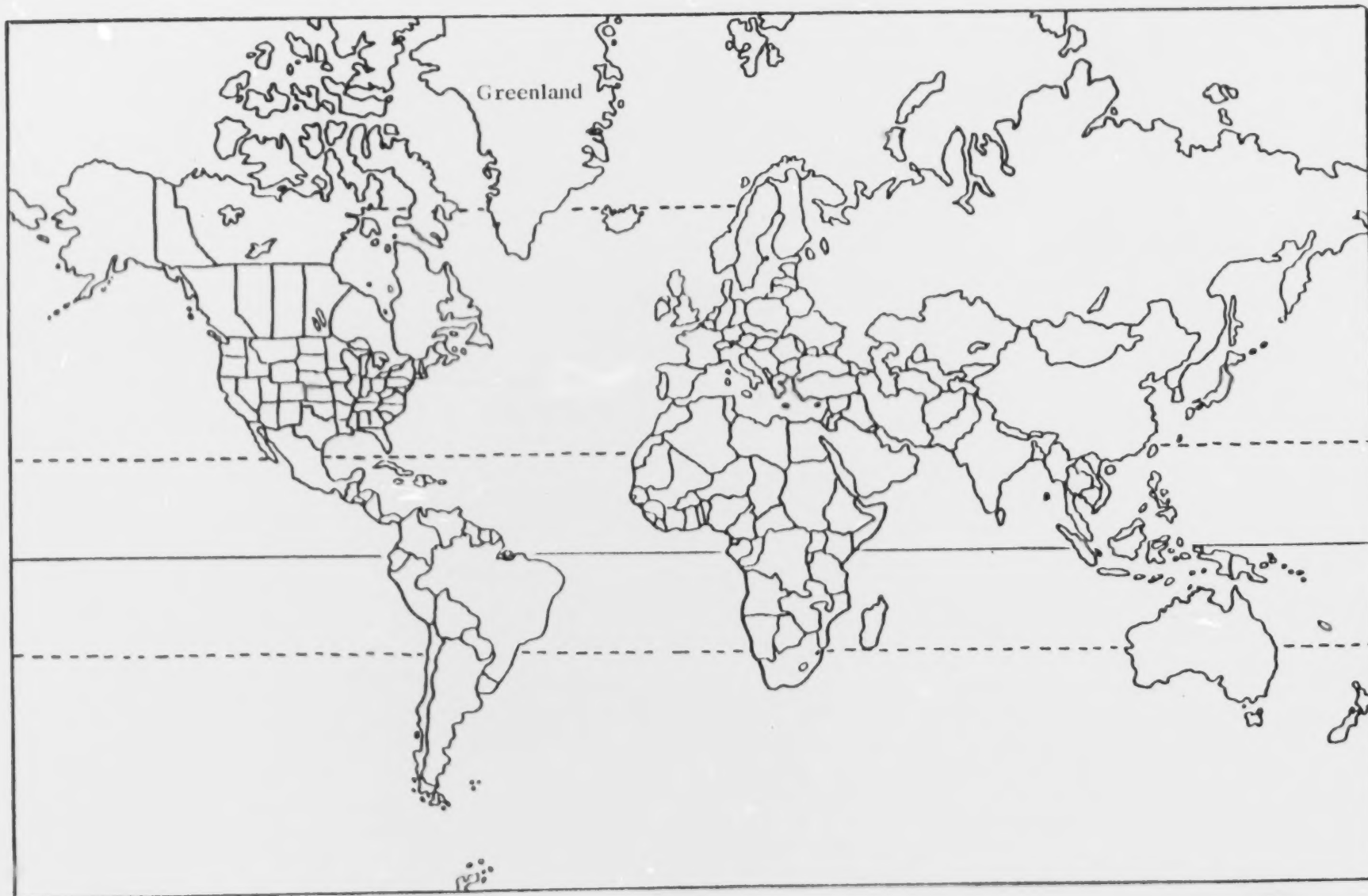
MAP 1

North America



Flat World Map

MAP 2



The students will designate north, south, east, and west.
(102)

INSTRUCTIONAL OBJECTIVE:

The students will designate north, south, east, and west.

MATERIALS:

Watch-type compass
Four cardinal direction woodstrips
Object to hide in the classroom
Paper and pencils

EVALUATION:

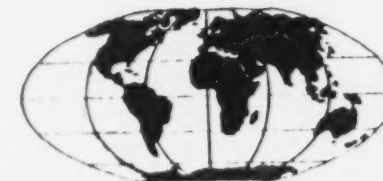
The students will be able to correctly designate north, south, east, and west.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Show the students a watch-type compass.
 - a. Ask : What is this called? What is this used for?
 - b. Demonstrate how the compass is used. Let the students practice using it.
 - c. Print the four cardinal directions on the card.
 - d. Have the students label the classroom walls with the appropriate cardinal direction.
 - e. Have the students stand and face north. Ask them to do the following:
 1. Raise your right hand and turn to the right. What direction are you facing now? What direction were you facing before you turned?
 2. Have the students turn right again and ask them what direction they are now facing.
2. Hide something in the classroom and call on various pupils to find it by following your directions. The directions should be somewhat like this: Start in the middle of the classroom and walk four steps in a westerly direction. Now turn towards the south and walk eight steps, etc.
3. After you have done this several times, ask each of the students to draw up a list of directions similar to the ones you just used. Have them exchange lists and try to follow each other's directions.



Evaluation and Comments on Activity:

Students: _____

Teacher: _____

The students will define the equator as a great circle dividing the earth into two hemispheres. (103)

TITLE: Equator

TIME SEGMENT: 30 to 40 minutes

D

INSTRUCTIONAL OBJECTIVE:

The students will define the equator as a great circle dividing the earth into two hemispheres.

MATERIALS:

Globe transparency pattern
(Master included)
Globe

EVALUATION:

The students will define orally the equator as a great circle dividing the earth into two hemispheres.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Make a transparency from the pattern enclosed.
2. Students need to have established some background in the cardinal directions, the North Pole, the South Pole, and the continents.
3. Discuss and define what the term hemisphere means (half of the earth).
4. Show the world transparency. Discuss it with the students.
 - a. Define equator as an east-west line or great circle that goes all the way around the center of the globe.
 - b. Point out the equator on the transparency. Discuss with the students that it divides the earth into two hemispheres. They are the Southern Hemisphere and the Northern Hemisphere.
5. Let the students find the equator on the globe.



Evaluation and Comments on Activity:

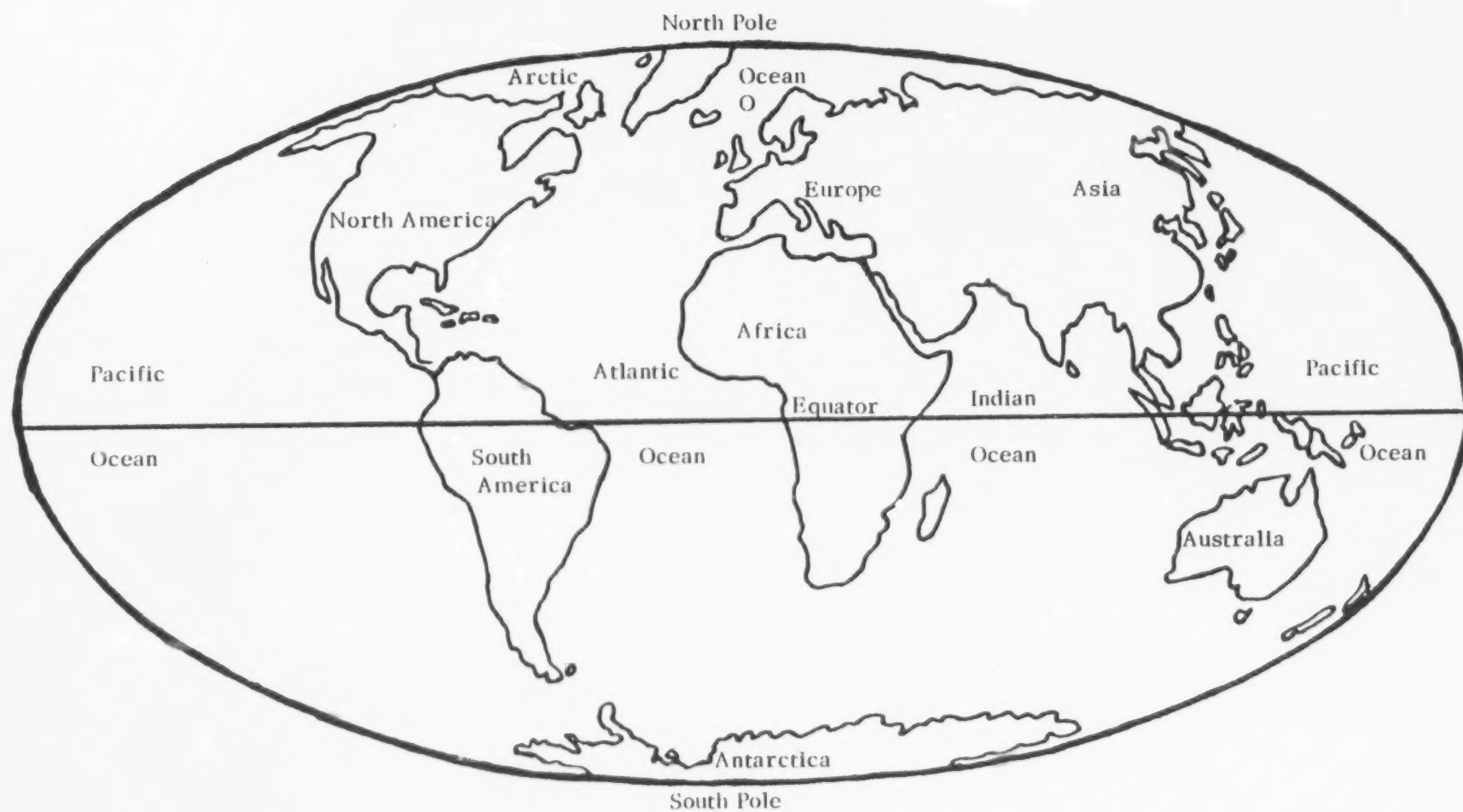
Students: _____

Teacher: _____

261

262

WORLD MAP



The students will locate the northern and southern hemispheres on a map or globe. (102)

265

266

INSTRUCTIONAL OBJECTIVE:

The students will locate the northern and southern hemispheres on a map or globe.

MATERIALS:

Student Activity Sheet
Transparency pattern
(Masters included)
Overhead projector
World maps
Globe

EVALUATION:

The students will correctly label on a map the northern and southern hemispheres.

ADAPTATIONS:**PROCEDURE:**

To the teacher:

1. Prepare a transparency from the enclosed pattern.
2. Duplicate the Student Activity Sheet as needed.
3. Show the transparency to the students.
 - a. Discuss and define the terms "equator" and "hemisphere." (Equator is the east-west line or great circle that goes all the way around the center of the globe. Hemisphere means half of the earth.)
 - b. Have the students locate the equator on the transparency and the globe.
 - c. Ask, "What direction are you traveling if you go from the equator to the North Pole?"
 1. Explain that the area north of the equator is called the Northern Hemisphere.
 2. Find this area on the transparency, maps, and globe.
 - d. What direction are you traveling if you go from the equator to the South Pole?
 1. This area south of the equator is called the Southern Hemisphere.
 2. Locate the Southern Hemisphere on the transparency, world maps, and globe.
 - e. Encourage the students to find the northern and southern hemispheres, north and south poles, and equator on maps or the globe.
4. Point out to the student that the Northern Hemisphere has more land than the Southern Hemisphere, where the Southern Hemisphere has more water.
5. Name what oceans and continents are located in the Northern Hemisphere.



Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Elementary Social Studies		TOPIC: Geography	302-806 (102)
TITLE: Northern and Southern Hemisphere		TIME SEGMENT:	D
INSTRUCTIONAL OBJECTIVE:	PROCEDURE: 6. Name the oceans and continents located in the Southern Hemisphere. 7. Hand out the Student Activity Sheet. Have the students label the Northern Hemisphere, Southern Hemisphere, Equator, North Pole, and South Pole on the activity sheet. Color the water blue and the land areas green.		
MATERIALS:			
EVALUATION:			
ADAPTATIONS:			
271	272		

HEMISPHERES



Western Hemisphere

Northern Hemisphere

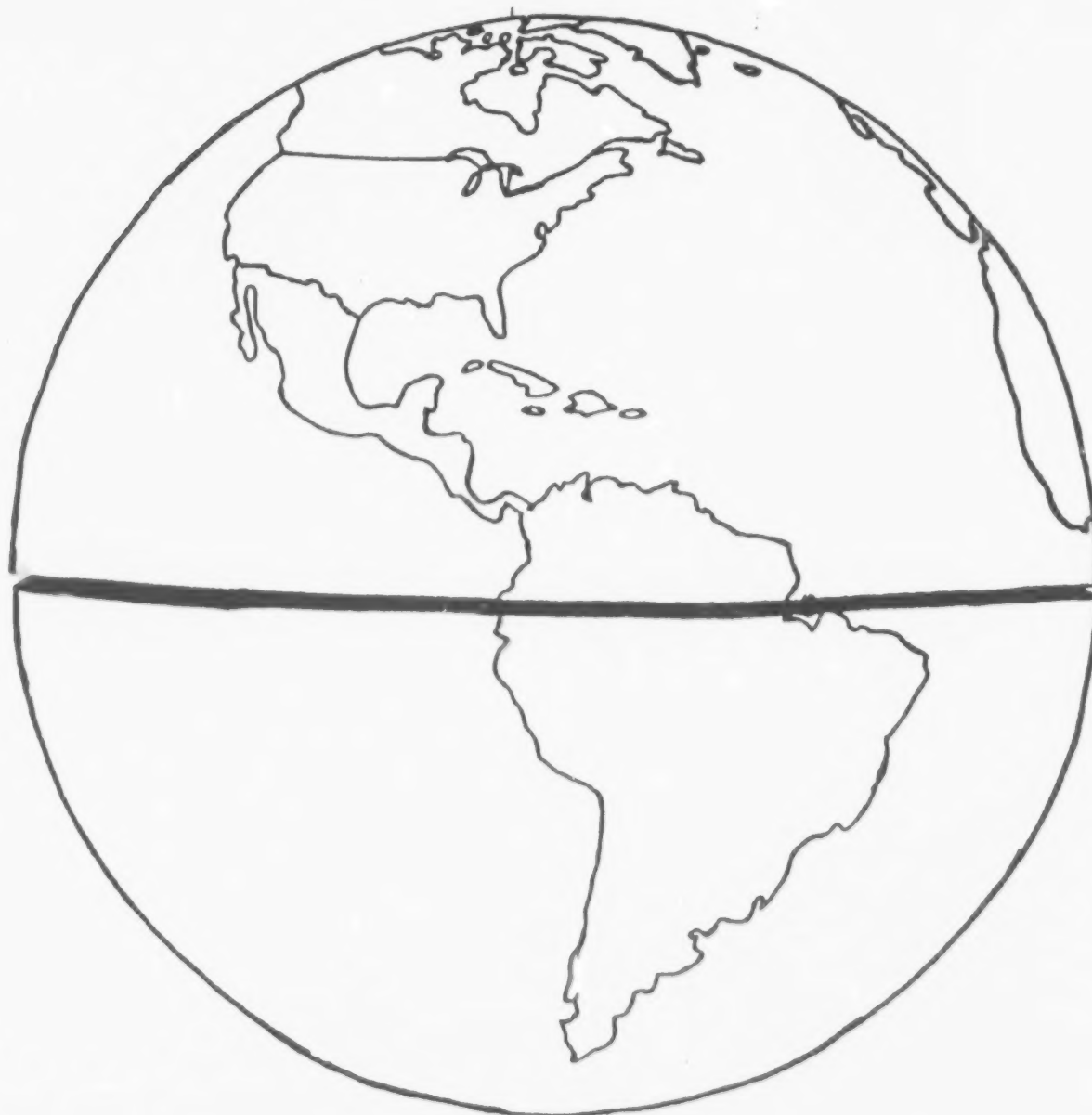
Equator

Southern Hemisphere



Eastern Hemisphere

WORLD MAP



275

276.

The students will distinguish between up and down and north and south. (103)

277

278

Elementary Social Studies Distinguish Between TITLE: Up and Down, North and South	TOPIC: Geography TIME SEGMENT: 20 to 30 minutes	302-807 (103) D
INSTRUCTIONAL OBJECTIVE: The student will distinguish between up and down and north and south.	PROCEDURE: To the teacher: 1. Use pictures or slides of rockets, spaceships, the earth from space, etc. to show objects going up away from earth, and down towards earth. 2. Use the globe and discuss up as the direction away from the surface of the earth. a. Draw the following illustration on the chalkboard to illustrate going away from the earth. 3. Show on the globe that down is the direction towards the surface of the earth. a. Draw the following picture or illustration on the chalkboard to show down as going towards the surface of the earth. 4. Show the students the North Pole and the South Pole on the globe. a. Explain that north on the globe is the direction toward the North Pole. b. South on the globe is the direction toward the South Pole. c. Up means away from the earth or ground just like students go away from the ground or earth when they jump into the air. d. Down means toward the earth's surface just as when students throw an object in the air, it must come down toward the earth or surface of the ground.	
MATERIALS: Pictures or slides of NASA rockets, spaceships, the earth from space Globe Chalk Chalkboard		
EVALUATION: The students will orally distinguish between up and down and north and south.		
ADAPTATIONS:		



Evaluation and Comments on Activity:

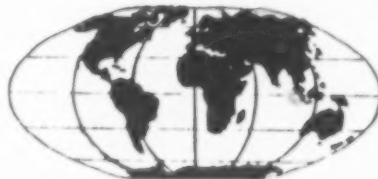
Students: _____

Teacher: _____

281

282

The students will locate the equator, Tropics, circles,
and Poles on a globe. (102)

Elementary Social Studies		TOPIC: Geography	302-808 (102)
TITLE: Equator, Tropics, Circles, and Poles		TIME SEGMENT: 20 to 30 minutes	D
INSTRUCTIONAL OBJECTIVE: The students will locate the equator, tropics, circles, and poles on a globe.	PROCEDURE: To the teacher: 1. Students need to have some background and understanding of the words equator, hemisphere, and latitude. 2. In exercises or activities with the globe, each students should have his own globe (borrow from other classrooms) and work in groups limited in size by the number of globes. 3. Show the students the globe. a. Review and discuss the equator and its location. Bring out that the equator is a boundary line between the Northern Hemisphere and the Southern Hemisphere. b. Remind the students that the equator is like a great round circle cutting the earth in half. c. Have the students put their finger on the equator and trace it around the globe. 4. Point to the Tropic of Cancer, the Tropic of Capricorn, the Arctic Circle, and the Antarctic Circle on the globe. Call each by name as you point to it. a. Explain to the students that besides the equator, there are other important lines of latitude or boundary lines on the globe. b. North of the equator is the Tropic of Cancer and still further north is the Arctic Circle. c. South of the equator is the Tropic of Capricorn and farther south of the Tropic of Capricorn is the Antarctic Circle. 5. Hand out the Student Activity Sheet. Read the directions together and have the students complete the exercise.		
MATERIALS: Student Activity Sheet (Master included) Globes pencils			
EVALUATION: The students will correctly locate on an outline map the following: equator, tropics, circles, and poles.			
ADAPTATIONS:			

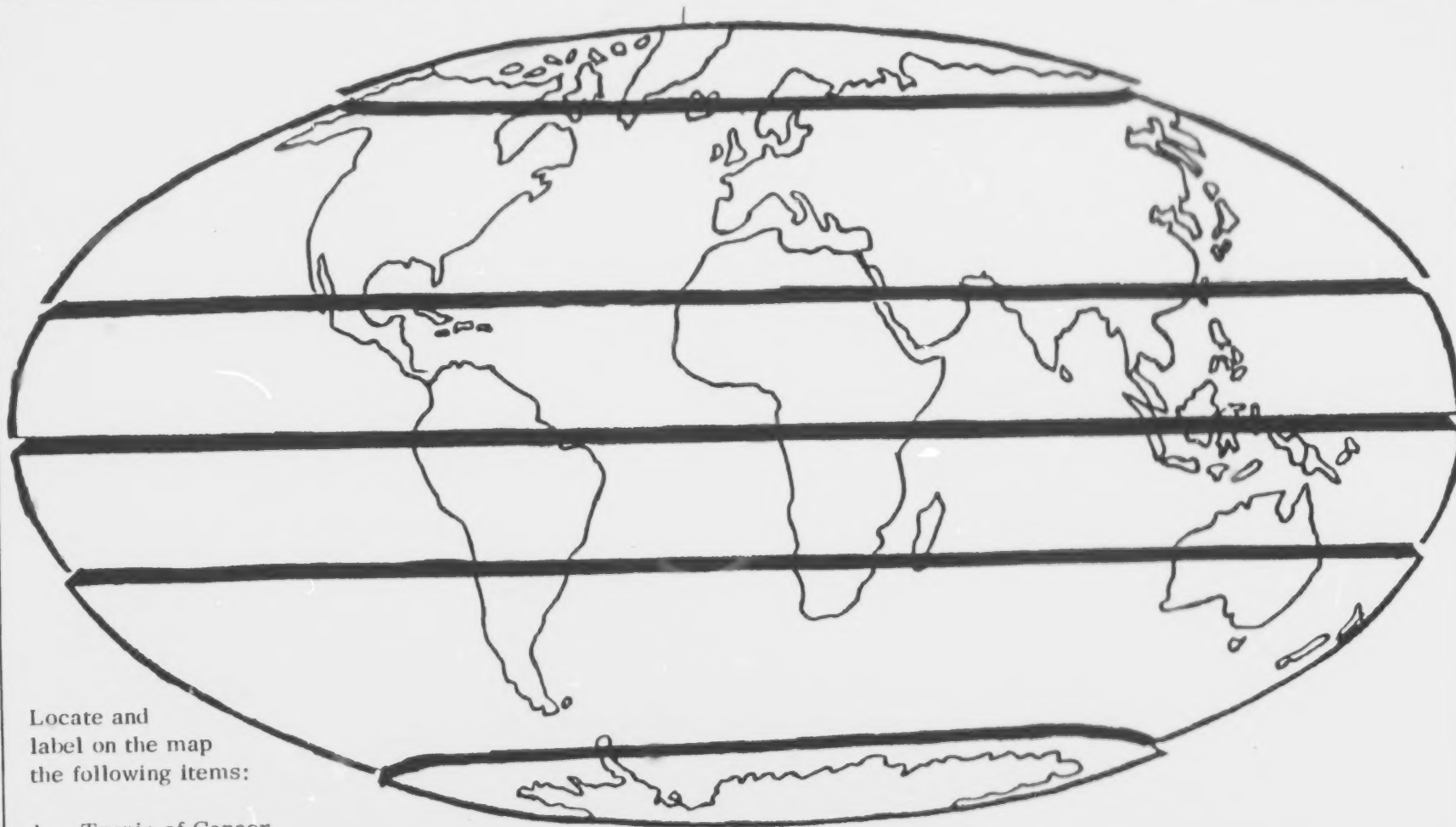
285

286

Evaluation and Comments on Activity:

Students: _____

Teacher: _____



Locate and
label on the map
the following items:

1. Tropic of Cancer
2. North Pole
3. South Pole
4. Antarctic Circle
5. Equator
6. Tropic of Capricorn
7. Arctic Circle

The students will locate their own country and continent on a globe. (102)

Elementary Social Studies		TOPIC: Geography	302-809 (102)
TITLE: Locating on the Globe		TIME SEGMENT: 30 to 40 minutes	D
INSTRUCTIONAL OBJECTIVE: The students will locate their own country and continent on a globe.	PROCEDURE: To the teacher: 1. In exercises with globes, each child should have his own globe (borrow from other classrooms) and work in groups limited in size by the number of globes. 2. Teacher and students need to have established a background on what a continent is. 3. Use the world transparency pattern to review with the students. Ask: a. What is a continent? How many continents are there? b. Have students name the seven continents. Write in the continents names on the transparency as the students name them. c. What are the four major oceans? Write in their names on the transparency to locate as the students name them. 4. Allow the students time to use the globes to locate the seven continents and four oceans. 5. Ask the students if they know which of the seven continents they live on? What country do you live in? 6. Have the students find the North American Continent on the globe and on the world maps. 7. Have the students find the United States on the globe and world maps.		
MATERIALS: World transparency pattern (Master included) World globe World maps			
EVALUATION: Using a globe, students will locate their own country and continent.			
ADAPTATIONS:			

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

THE WORLD



The students will locate places as being north or south of the equator. (102)

INSTRUCTIONAL OBJECTIVE:

The students will locate places as being north or south of the equator.

MATERIALS:

Student Activity Sheet
(Master included)
Crayons and pencils

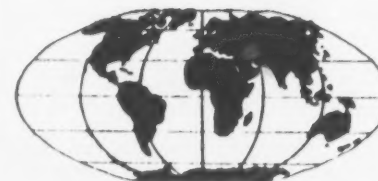
EVALUATION:

Using an outline map, students will be able to locate specific places as being north or south of the equator.

ADAPTATIONS:**PROCEDURE:**

To the teacher:

1. Prepare copies of the Student Activity Sheet as needed.
2. Students should have a good basic background and understanding of the equator, what continents are, and maps.
3. Give the students copies of the Student Activity Sheet. Discuss the activity sheet orally with the students.
4. Have the students take out their crayons and pencils. Tell them that they will need to listen to the questions carefully and follow your directions.
5. Tell the students to use north or south to answer the questions below. Have them write their answers on their activity sheet.
7. Here are the questions to go with the Student Activity Sheet:
 - a. What direction do you go from the equator to get to the Arctic Circle?
 - b. What direction is Asia from the equator?
 - c. Australia is what direction from the equator?
 - d. What direction is the Southern Hemisphere from the equator?
 - e. Antarctica is what direction from the Equator?
 - f. What direction do you go from the equator to get to Europe?
 - g. What direction would you go to get to North America from the equator?
 - h. What direction would you go from the equator to get to the South Pole?
8. Have students color the water areas blue. Color the land areas brown and green.



303

Evaluation and Comments on Activity:

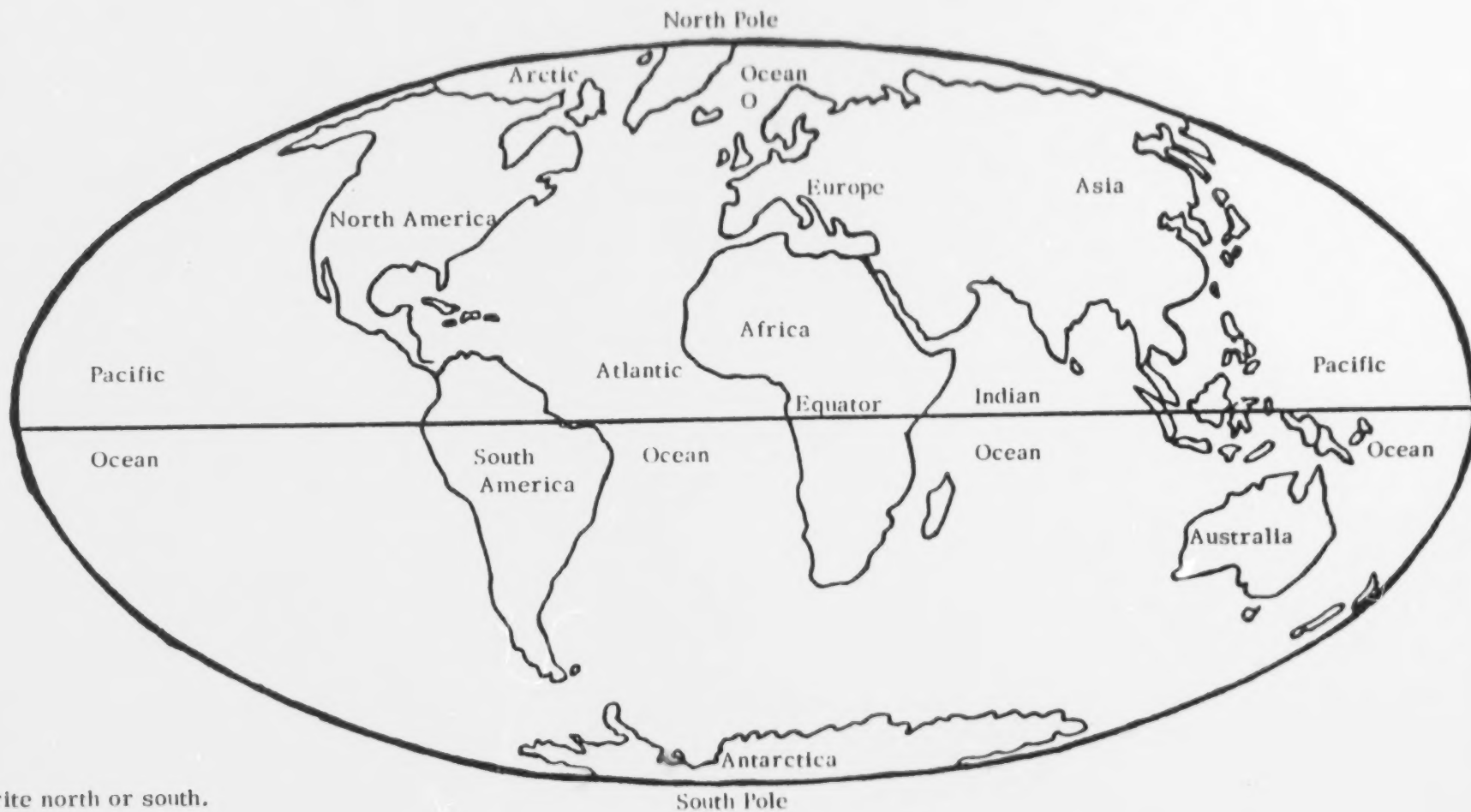
Students: _____

Teacher: _____

304

Name _____

WORLD MAP



Write north or south.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

The students will chart distances by blocks from the school to nearby sites and take a walking field trip to check them. (106)

Elementary Social Studies

TITLE: Making Your Own Map

TOPIC: Geography

TIME SEGMENT: 40 minutes

302-811 (106)

302-813 (103)

302-814 (115)

D

INSTRUCTIONAL OBJECTIVE:

The students will chart distances by blocks from the school to nearby sites and take a walking field trip to check them.
The students will interpret simple legends, such as symbols, in mapping an area of the community.
The students will formulate their own symbols in mapping an area of the community

MATERIALS:

Map of school area
Butcher paper
Charting paper
Crayons
Felt brush pen
Writing paper
Pencil and drawing paper

EVALUATION:

The students will draw a map of their own neighborhood using legends and symbols for nearby sites.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. The teacher will need to obtain or construct a map of the streets near their school to nearby sites; such as: post office, police or fire station, store, gas station, church, historical site, etc. This may be done by enlarging a simple map of the school district with an opaque projector, tracing paper and felt brush pen.
2. Have the students help construct a floor map or bulletin board map of the streets and buildings near the school to some specific sites.
 - a. Discuss with the students what they think would be good to use as a legend or key at the bottom of their map.
 - b. Make assignments to some of the students to make the legend or key for the map.
3. Have the students use the map as a guide to chart the number of blocks to specific sites on the map. (Keep the charting.)
4. Take a walking field trip of the area with the students. Have them count and record the number of blocks it is to a chosen site.
5. After the students return to the classroom, have them compare their record with their earlier charting.
6. When the map and legend has been completed, discuss the legend or key with the class. Review what it is and what it is used for. Have the rest of the class that may not have helped with the legend add any suggestions they might have.
7. Allow the students to draw their own map of their neighborhood.
 - a. Have them make a legend for their map.
 - b. Have the students show and display their maps for the rest of the class.
 - c. Allow the students time to look at everyones map and legend.



Evaluation and Comments on Activity:

Students: _____

Teacher: _____

311

312

The students will use simple linear measures to compute distances on a map. (102)

Elementary Social Studies		TOPIC: Geographic Skills	302-812 (102)
TITLE: Measuring Distances on a Map		TIME SEGMENT: 15-20 minutes	D
INSTRUCTIONAL OBJECTIVE: The students will use simple linear measures to compute distances on a map.		PROCEDURE: To the teacher: 1. Find a large map (preferably a simple picture map) that you can use to show the students how to use a scale of distance to find how far it is between points. 2. Duplicate the Student Activity Sheet as needed. 3. Explain to students the scale of distance on this map is one inch equals one mile. 4. Help students locate one inch on their ruler. 5. Ask the students to find the following distances: a. If Matthew were to walk from his house to the Cherry Hill Farm, how far would he have to walk? b. If Matthew walks from his house to the Old Bridge, how far would he have to walk?	
MATERIALS: Student Activity Sheet (Master Included) Map for teacher demonstration Rulers and pencils			
EVALUATION: Using a simple picture map, students will use simple linear measures to compute distances between specific points.			
ADAPTATIONS:			

315

316

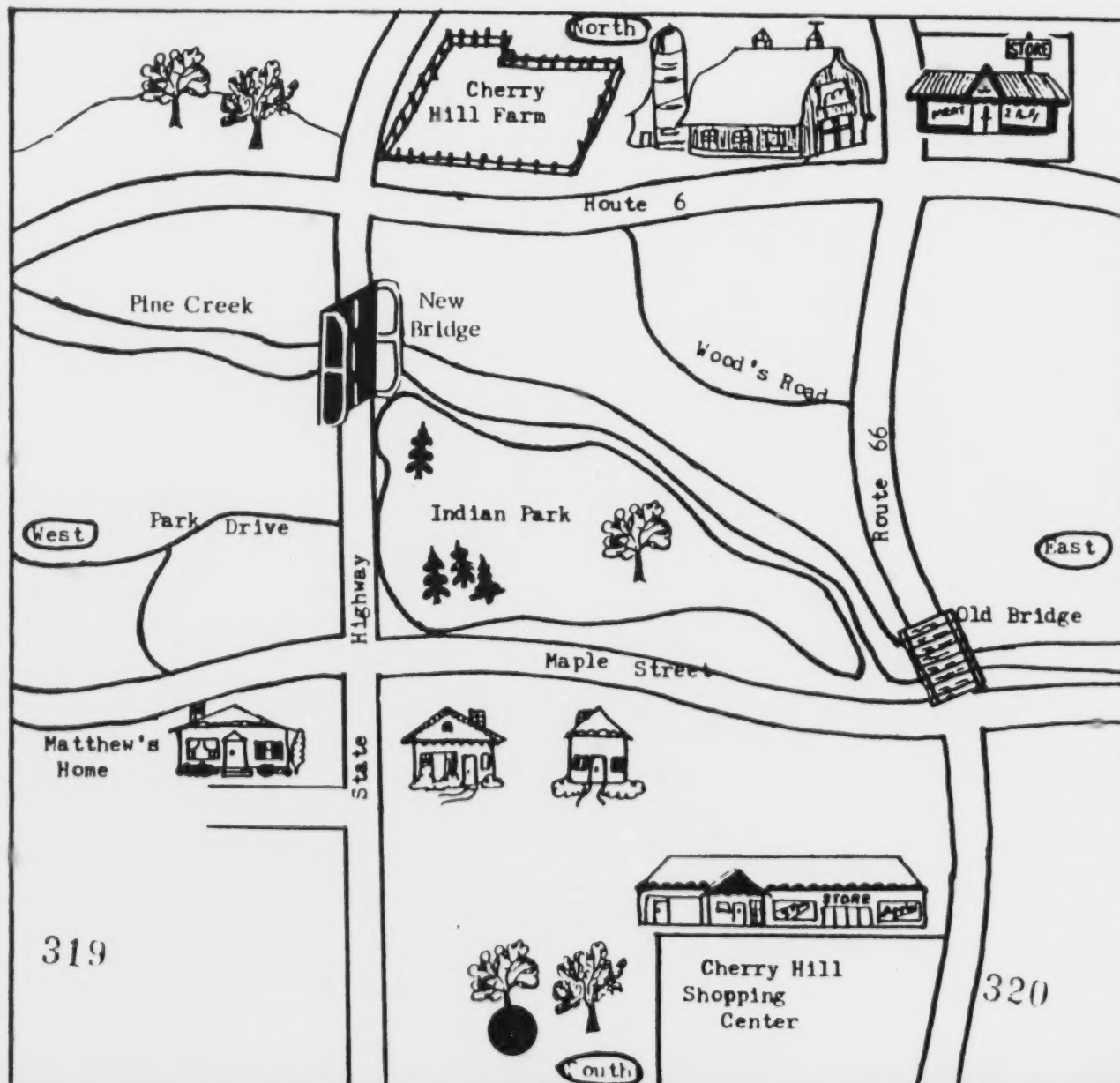
317

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

318



one inch = one mile

319

320

The students will interpret simple legends, such as symbols in mapping an area of the community. (103)

(Activity: See 302-811)

The students will formulate their own symbols in mapping
an area of the community. (115)(V)

323

324

'17

SE

The students will tell time by the clock. (115)

325

326

Elementary Social Studies

TOPIC: Geography

302-815 (115)

TITLE: Telling Time

TIME SEGMENT: 40 minutes

D

INSTRUCTIONAL OBJECTIVE:

The students will tell time by the clock.

MATERIALS:

Pictures of sun dial or hour glass
Large clock
Paper plates
Cardboard clock hands
Paper fasteners

EVALUATION:

The students will be able to tell time by the clock.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Obtain paper plates for each student and card board to make hands for a clock.
2. Students should be able to recognize the numbers 1 to 12, count 5's to 60.
3. Show the students a picture of a sun dial or hour glass. Discuss old methods of telling time.
4. Show the students a large clock.
 - a. Discuss how many numerals there are on a clock.
 - b. Ask: What the hands of the clock are for? What do they do?
 - c. Which way do the hands travel around the clock?
 - d. Why do we need clocks?
5. Using a paper plate, cardboard hands and paper fasteners, have the students make there own clock.
6. Have the students count out loud each minute, putting heavy emphasis on five and its multiples.
7. Discuss with the students: What time different activities occur during the day.
8. Have students practice telling time with their clocks.



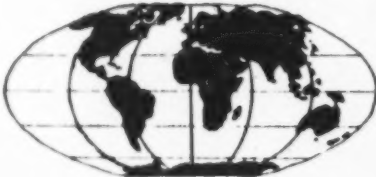
Evaluation and Comments on Activity:

Students: _____

Teacher: _____

The students will explain that the earth turns and causes day and night. (103)

The students will identify the directions of sunrise
and sunset. (103)

Elementary Social Studies TITLE: Day and Night Sunrise and Sunset	TOPIC Geography TIME SEGMENT: 15 - 20 minutes	302-816, 817 (103) D
INSTRUCTIONAL OBJECTIVE: The students will explain that the earth turns and causes day and night. The students will identify the directions of sunrise and sunset.	PROCEDURE: To the teacher: 1. Turn the classroom lights out. Ask the students what time of day the darkness reminds them about. (Nighttime.) 2. Turn the lights on and ask; What time of day is it when the sun is shining or the earth is light? Turn lights on. 3. Explain to the students that since the earth is the shape of a round ball and receives light from the sun, only one side of the earth can receive light from the sun at a time. 4. Review with the students where the cardinal directions are on the globe. 5. Ask: What part of the day is it when the sun first appears? (morning) a. In what direction does the sun first appear in the morning? b. What is it called when we first see the sun in the morning? (sunrise) c. What direction does the sun rise in the morning? 6. Ask: What part of the day is it when the sun is last seen? (evening time) a. In what direction does the sun last appear in the sky in the evening? b. What is it called when we last see the sun in the evening? (sunset) c. What direction does the sun set in the evening? 7. Use a classroom globe in a darkened room to demonstrate day, night, sunset, and sunrise. Place a small piece of masking tape on the globe in anyplace the students want. a. Turn the classroom lights off. Shine the flashlight on the globe to show how only half of the earth can be lighted at one time. Explain to the class that the half receiving light is having daylight. The dark side would be receiving no sunlight and they would be having nighttime. b. Call the students attention to the marked spot on the globe and have them watch it. Turn the globe to the right. Point out how the marked spot keeps changing places from daylight to nighttime. Just as sometimes our country is in the light having daylight and sometimes it will be in dark having nighttime.	
MATERIALS: Dark classroom World globe Flashlight Masking tape		
EVALUATION: The students will orally explain that the earth turns and causes day and night.. Identify the directions of sunrise and sunset.		
ADAPTATIONS: 335		336

Elementary Social Studies		TOPIC: Geography	302-816,817
TITLE: Day and Night Sunrise and Sunset		TIME SEGMENT: 15 - 20 minutes	(103) D
INSTRUCTIONAL OBJECTIVE:		PROCEDURE:	
		To the teacher: continued e. Demonstrate with the globe, flashlight, and marked spot how sunrise and sunsets happen. Point out that the sun rises in the east and that the sun sets in the west.	
MATERIALS:			
EVALUATION:			
ADAPTATIONS:			
337		338	

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

339

340

The students will define clockwise and counterclockwise.
(103)

341

342

INSTRUCTIONAL OBJECTIVE:

The students will define clockwise and counterclockwise.

MATERIALS:

Large clock
Chalk
Chalkboard

EVALUATION:

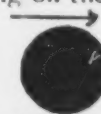
The students will define orally the terms clockwise and counterclockwise.

ADAPTATIONS:

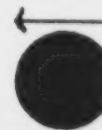
PROCEDURE:

To the teacher:

1. Show the students a large clock.
Discuss what it is with the students.
2. Explain to the students that sometimes we use the clock to show directions.
 - a. Ask the students; which way do the hands move on a clock to tell time?
 - b. Explain that we call this direction clockwise.
 - c. Draw this drawing on the chalkboard,



- d. Tell the students that to go around something or an object while keeping it at all time on one's right is to go around clockwise. Let the students practice this by going around their chair or desk in the classroom.
3. Show the students the clock again. Ask them if they know what the direction is called that goes opposite the clocks direction.
 - a. Draw the following drawing on the chalkboard,



- b. Explain that to travel around an object and keeping it on the left is to go around the object counterclockwise. Let the students practice this direction by going around their chair or desk in the classroom.



Evaluation and Comments on Activity:

Students: _____

Teacher: _____

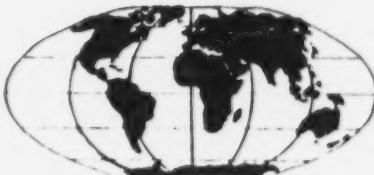
315

346

The students will identify and locate important sites
of the community on an area map. (103)(V)

317

348

Elementary Social Studies		TOPIC: Geography	302-819 (103)
TITLE: Important Sites of the Community		TIME SEGMENT: 20 minutes	D
INSTRUCTIONAL OBJECTIVE: The students will identify and locate important sites of the community on an area map.		PROCEDURE: To the teacher: 1. The teacher or students will need to write the Chamber of Commerce or city officials of their community to obtain a map of the community. 2. Distribute maps to the students. Discuss the map with the students. 3. Point out the key and different directions on the map. 4. Have the students study the map and try to locate some important sites in their community.	
MATERIALS: Community maps			
EVALUATION: The students will identify and locate important sites of the community on an area map.			
ADAPTATIONS:			

319

350

Evaluation and Comments on Activity:

Students: _____

Teacher: _____
